DOCUMENT RESUME

ED 449 115 SO 032 527


AUTHOR Pinhey, Laura A., Ed.
TITLE Resources on Four Trends in the Social Studies.
INSTITUTION ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 2000-00-00
NOTE 106p.
CONTRACT ED-99-CO-0016
AVAILABLE FROM ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN, 47408. Tel: 812-855-3838; Tel: 800-266-3815 (Toll Free); Fax: 812-855-0455; e-mail: (ericso@indiana.edu); Web site: http://www.indiana.edu/~ssdc/eric_chess.htm.
PUB TYPE Collected Works - General (020) -- ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Citizenship Education; Civics; Elementary Secondary Education; Law Related Education; *Service Learning; *Social Studies
IDENTIFIERS *Character Education; ERIC Digests



ABSTRACT

This volume is a compilation of annotated bibliographies on four current popular trends in social studies education: (1) renewal of democratic purposes in social studies education; (2) service learning; (3) deliberation about public issues; and (4) character education. The bibliographies are drawn from the Educational Resources Information Center (ERIC) database of education-related literature. In addition to the bibliographies, the volume includes ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) Digests on related topics, an introduction, an overview of the four trends, and three appendixes on obtaining documents from and submitting documents to the ERIC database. (BB)



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# Resources on Four Trends in the Social Studies

Laura A. Pinhey, Editor

SO 032 527

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2000

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# Resources on Four Trends in the Social Studies

Laura A. Pinhey, Editor

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2000

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This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

ERIC (Educational Resources Information Center) is the education information system sponsored by the National Library of Education and the Office of Educational Research and Improvement within the U.S. Department of Education.

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# Introduction

This volume is a compilation of annotated bibliographies on four current popular and important trends in social studies education. The bibliographies were drawn from the ERIC database of education-related literature. In addition to the bibliographies, several ERIC/ChESS Digests on related topics are included.

The topics of the bibliographies were selected based on advice from the National Clearinghouse Committee of ERIC/ChESS. It should be noted these bibliographies are just a sampling of the materials listed in the ERIC database on these topics. The ERIC database contains citations with abstracts to hundreds of additional journal articles and documents on the topics covered in this book and on many other topics in education.

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## The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)

ERIC/ChESS monitors the literature and developments in and publishes materials on the teaching and learning of the social studies, including history, geography, economic education, and civic education; social sciences, including anthropology, archaeology, sociology, social psychology, and political science; art, music, and architecture; philosophy, law, and international education; and gender equity and social bias/discrimination.

In addition to helping build the ERIC database, ERIC/ChESS offers a variety of products and services. ERIC/ChESS responds to questions within our subject scope as well as general questions about the ERIC system; maintains an extensive World Wide Web site at <www.indiana.edu/~ssdc/eric_chess.htm>; annually publishes eight or more ERIC Digests, brief introductions to current topics of interest to educators, plus a bibliography of related resources; publishes resource guides, lesson plan collections, bibliographies, teaching guides, and scholarly analyses, all listed in our free catalog; publishes a biannual electronic newsletter, *Keeping Up*, which includes news on developments in the ERIC system, ERIC/ChESS, and social studies, social science, art, and music education; and, for the cost of travel and per-diem expenses, presents workshops on a variety of topics, including the services of the ERIC system and ERIC/ChESS, how to search the ERIC database, and more.

*About the Editor: Laura Pinhey is the Coordinator of User Services and Products for the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). She earned a Bachelor of Science in English from the University of Southern Indiana and a Master of Library Science from Indiana University.*

## An Overview of Four Trends

By John J. Patrick

Four key trends in social studies/social science education are addressed in this volume. These trends are highlighted because they are treated prominently in annual conferences of professional associations, journal literature, curricular guides and frameworks of state-level departments of education, and curricular reform projects in schools. These four trends also are interrelated; they have in tandem become prominent facets of social studies/social science education. These four key trends are:

- Renewal of Democratic Purposes in Social Studies Education
- Service Learning
- Deliberation about Public Issues
- Character Education

This overview defines each of the four trends and discusses their significance in the broad field of social studies/social science education. The remainder of this volume includes guides to educational resources related to the four trends, which are provided through bibliographies drawn from the ERIC database and ERIC Digests.

**Renewal of Democratic Purposes**

From the origins of the common school movement in the 1830s until the middle of the twentieth century, educators in the United States unabashedly promoted the democratic purposes of education. These purposes could be traced to the founding era, when prominent leaders recognized the need to educate the people of their new nation for citizenship in a government based on consent of the governed and rights of individuals. Such a government would not endure unless the people were competent to maintain it.

According to President George Washington in his First Annual Message to Congress (January 8, 1790), education for citizenship in a democratic-republic should consist of the following elements:

> "[To teach] the people themselves to know and to value their own rights; to discern and provide against invasion of them; to distinguish between oppression and the necessary exercise of lawful authority...; to discriminate the spirit of Liberty from that of licentiousness – cherishing the first, avoiding the last; and uniting a speedy, but temperate vigilance against encroachments, with an inviolable respect to the Laws. (Fitzpatrick, ed. 1939, 493)

George Washington and other leaders of the founding era understood that individual rights to liberty would be secure only in a healthy community with an effective popular

government. So they wanted the education of citizens to stress both individual rights and responsibility for the common good, the general welfare of civil society. Historians Lorraine Smith Pangle and Thomas Pangle emphasize, "The paramount educational challenge of the founding generation was that of preparing future generations to become democratic citizens who would sustain a regime of individual freedoms as well as responsible self-rule" (1993, 11).

The "paramount educational challenge" of the founders became the civic mission of American public schools in the nineteenth and twentieth centuries. It generated virtually unchallenged components of the core curriculum that pertained to "explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (Butts 1989, 308). And it aimed to build a common American national identity and loyalty (Feinberg 1998, 1-12). Current indicators of the enduring democratic purposes of American schools are the 1998 National Assessment of Educational Progress in Civics, which emphasizes knowledge of the principles and practices of government and citizenship in America's constitutional democracy (NAEP Civics Consensus Project 1996), and the *National Standards for Civics and Government* upon which the national assessment is based (Center for Civic Education 1994).

During the past ten years political and civic leaders, scholars, and civic educators have simultaneously endorsed democratic purposes of education and bemoaned the declining quality of civic engagement in the United States. A report of the National Commission on Civic Renewal, for example, warns, "In a time that cries out for civic action, we are in danger of becoming a nation of spectators" (1998, 6). Several commentators concur that the comprehensive civic condition of the United States is weaker than it was, and it needs to be improved. There has been a steady decrease in the engagement of citizens in their civil society and government, which is both an indicator and consequence of declining health in political and civic life (American Civic Forum 1994; Eisenhower Leadership Group 1996; Lipset 1995; Putnam 1995). A new book by political scientist Robert D. Putnam, *Bowling Alone: The Collapse and Revival of American Community* (2000), is the latest and strongest case about the decline of civic engagement and political participation in the United States, the need for civic renewal, and the means to achieve it, including renewal of the democratic purposes of education. Putnam, in tandem with leading civic educators, urges a revitalized and improved civic education at the core of the school curriculum – "not just 'how a bill becomes a law,' but how can I participate effectively in the public life of my community?" (Putnam 2000, 405). This kind of reconstructed civic education could contribute mightily to a revival of civic and political engagement.

The surge of renewed interest in the civic mission of schools is reflected by a burst of new publications by prominent scholars. For example, in chapter one of *Rediscovering the Democratic Purposes of Education*, political scientist Lorraine M. McDonnell says, "Although the socialization of students in civic values and skills and the democratic governance of schools are less explicit goals today than they were in the nineteenth century, they continue to define the democratic purposes of education. Large majorities of parents and the public believe that it is essential for schools to teach habits of good citizenship" (2000, 3). She concludes, "[A] strong case can be made for refocusing American education and the academic study of it on democratic purposes" (2000, 9).

**Service Learning**

Current advocates of democratic purposes in education tend to support service learning, which has become a strong trend in schools. According to the Alliance for Service Learning in Education Reform,

> Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, that are coordinated in collaboration with the school and community, that are integrated into each young person's academic curriculum, that provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity, that provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities, that enhance what is taught in the school by extending student learning beyond the classroom, and that help to foster the development of a sense of caring for others. (Wade 2000, 10)

Service learning is advocated by civic educators as a vehicle for development of knowledge about and commitment to civil society, civic identity, responsible citizenship, and the common good. Further, it is lauded as an effective method for developing participatory skills and democratic civic dispositions (Hepburn 1997). The National Commission on Civic Renewal affirmed the desirability of community service-learning programs in schools:

> We believe that our schools should foster the knowledge, skills, and virtues our young people need to become good democratic citizens [and] are impressed with the ways in which well-designed community work carefully linked to classroom reflection can enhance the civic education of students. (1998, 9)

Curriculum-based service learning has become a popular part of pre-college education. Since 1985, the number of secondary school students participating in community service-learning activities has increased about 36% (Shumer & Cook 1999). Further, a recent survey by the National Center for Education Statistics of the U.S. Department of Education reveals that 83% of high schools and 77% of middle schools in the United States had some kind of service-learning program connected to the curriculum (Skinner & Chapman 1999).

Students tend to enjoy participating in service-learning activities and to believe that it enhances their civic knowledge, skills, and dispositions. Research reveals that service-learning activities, which are connected systematically to the school curriculum, are likely to have positive effects on students' academic achievement, social and personal development, and civic competency (Wade 2000, 12-14).

A significant indicator that service learning has become a strong curricular trend is its emphatic endorsement by the National Council for the Social Studies, which recommends that "[Service learning] should be viewed as an essential component of social studies education in the

21st century.... NCSS strongly supports the integration of quality service-learning activities into the K-12 social studies curriculum as well as all social studies teacher education programs" (NCSS Citizenship Select Subcommittee 2000, 3).

**Deliberation about Public Issues**

Another emerging trend, in line with the renewal of democratic purposes in education, is teaching and learning how to deliberate with others about public issues. This method of deliberation involves: (1) identification of a problem or public issue; (2) formulating alternative responses or policy options to the problem or public issue; (3) formulating criteria and goals by which to evaluate alternative policy options; (4) assessing consequences of public policy options and evaluating tradeoffs; (5) selecting a preferred public policy option; (6) defending against criticisms the selected public policy option; and (7) analyzing strategies for implementation of the public policy selected in response to the problem or public issue (Parker & Zumeta 1999, 24).

Deliberation among citizens about public policy options in response to public issues is central to a democracy. It is the process by which citizens analyze, discuss, debate, and decide about public policies to resolve public issues.

The pedagogical method of deliberation about public issues is advocated forcefully by Walter Parker and William Zumeta (1999, 9): "We argue that competence in this activity [deliberation about public issues] by the citizenry as a whole will strengthen popular sovereignty, and we suggest that research and extant curriculum resources generally support this effort."

Public policy deliberation as a method of teaching and learning for democratic citizenship is justified by its fit with democratic political theory. Political theorists Amy Gutmann and Dennis Thompson, for example, argue that to prepare students adequately for citizenship in a democracy, "schools should aim to develop their students' capacities to understand different perspectives, communicate their understandings to other people, and engage in the give-and-take of moral argument with a view to making mutually acceptable decisions" (1996, 359).

Two widely used instructional programs exemplify the teaching and learning method of deliberation about public issues: (1) We the People... Project Citizen and (2) The National Issues Forum (NIF).

Project Citizen, developed and distributed by the Center for Civic Education, involves students in the identification of community issues, analyses of alternative public policy responses to these issues; selection of the preferable public policy option in view of its likely consequences, and justification of the preferred public policy option (Center for Civic Education 1998). This instructional program has been evaluated favorably by teachers and students

throughout the United States, who report that it teaches them how to participate responsibly and effectively as citizens in a democracy (Tolo 1998). Research about the effects of Project Citizen on students in Indiana, Latvia, and Lithuania reveals positive and significant outcomes. Students involved in the program tended to have significantly increased their civic knowledge, self-perceived civic skills, and propensity to participate in civic and political life (Vontz, Metcalf & Patrick 2000).

The second popular program for teaching and learning deliberation about public issues, The National Issues Forum (NIF), developed and distributed by the Kettering Foundation, has also been found to increase the civic knowledge and civic skills of students. A study by Doble Research Associates found that NIF materials, which present public issues to students and challenge them to respond, had a strong, positive impact on students' attitudes or dispositions about the desirability of participating in civic and political life as deliberative, democratic citizens (Doble 1996).

**Character Education**

Fruitful public policy deliberation among citizens in a democracy depends upon widespread commitment to common civic principles and values and to desirable civic dispositions or traits of character. The quality of a democracy – its political and civic life – is conditioned by the extent to which certain civic values and dispositions have been developed among citizens. Examples of these civic dispositions or qualities of personal character that foster habits of responsible participation in a democracy are civility, compassion, cooperation, self-discipline, honesty, trustworthiness, tolerance, and respect for the equal worth and dignity of all human beings.

Development of desirable civic disposition—the habits of responsible citizenship that enable democracy to work—is a long-standing function of education in schools. There currently is a strong trend in social studies education to renew and reinforce character education for good citizenship in a democracy (Ryan and Bohlin 1999). Recent surveys of public opinion in the United States reveal strong support for more emphasis on character education, especially the common civic values and dispositions that undergird our democracy (Salomone 2000). Further, the United States Department of Education currently is promoting character education through a grant-award program. During the past six years, more than 30 states have received federal grants to conduct character education projects. State governments are also supporting character education through legislative mandates (Salomone 2000).

Character education is best conducted across the curriculum rather than through a specific course that deals narrowly and pointedly with desirable values and dispositions. Students should encounter public issues that raise moral choices through their study of various social studies subjects, such as U.S. history, world history, civics/government, economics, and geography. In this way, character education becomes infused throughout the core curriculum of schools (Lickona 1995, 146-147).

The renewal of democratic purposes in social studies education is consistent with the renewal of character education in schools. There can be no authentic democratic citizenship without widespread qualities of good character among citizens. According to educational researcher Melinda Fine, "For democracy to work, citizens need to be able to understand and evaluate a broad range of beliefs and ideas, and to act on what they themselves believe. And that is why critical moral education is education for democracy—something we cannot do without" (1995, 194).

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# Renewal of Democratic Purposes in Social Studies Education

## Renewal of Democratic Purposes in the Social Studies: Background

ERIC Number: ED440914
Title: Creating Citizenship: Youth Development for Free and Democratic Society. Executive Summary--Conference Consensus Document.
Author: Torney-Purta, Judith
Pages: 9
Publication date: 2000
Note: Revised version of a document issued March 2000 in collaboration with the Civil Society Initative, University of Maryland, College Park.
EDRS Price: MF01/PC01 Plus Postage

Abstract: In June 1999, nearly 40 researchers and specialists in youth development gathered to participate in a conference entitled "Creating Citizenship: Youth Development for a Free and Democratic Society." This executive summary identifies a number of qualities and capacities of young people that are essential for achieving the goals of engaging in society and becoming politically developed. The summary outlines the experiences that promote these qualities and capacities, and registers concern about the present lack of opportunities for youth to communicate their own political and cultural expressions to a wide range of groups and engage in constructive dialogue. According to the summary, creating meaningful change in policy, practice, and research is important. The summary provides historical background information about creating citizenship in the next generation and the participation of youth in civil society. It contends that there is new interest in creating citizenship opportunities for young people. It also finds that there is a need to identify the precursors in adolescence of adults' active involvement in the community and in all levels of the political system. The paper pinpoints some arenas of action, such as the neighborhood or community, youth organizations, and schools, and calls for supporting programs with research, especially new research in methods and measures for evaluating existing or planned programs. (BT)

Descriptors: *Adolescent Development; *Citizenship; *Citizenship Education; Community Involvement; Democracy; *Educational Objectives; Elementary Secondary Education; Individual Development; Political Issues; Secondary Education; Social Studies
Identifiers: *Consensus

ERIC Number: ED435370
Title: Wingspread Declaration on Renewing the Civic Mission of the American Research University {The Wingspread Conference} (Racine, WI, December 11-13, 1998 and July 19-21, 1999).
Author(s) Boyte, Harry; Hollander, Elizabeth
Pages: 16
Publication Date: June 1999
Notes: Printing and distribution of this document were made possible by Campus Contact and the University of Michigan Center for Community Service and Learning.
EDRS Price: MF01/PC01 Plus Postage.

Abstract: This document is the result of a conference of university administrators and faculty and representatives of professional associations, private foundations, and civic organizations called to formulate strategies that can prepare students for responsible citizenship in a diverse democracy and to engage faculty members in developing and

utilizing knowledge for the improvement of society. The declaration examines civic responsibilities of research universities and issues a call to higher education institutions to go beyond service-learning experiences and community-oriented research to renew their mission as agents of democracy. The declaration sees deep strategic challenges in finding ways to tap and free the talents of faculty, students, staff, and administrators for public engagement. The declarations suggests university curricula that challenge students' imaginations and co-curricular activities, both on and off campus, that offer opportunities for students to become engaged in community projects. It suggests that faculty help create, participate in, and take responsibility for public culture at their institutions; that staff build upon and receive recognition for local community ties; that administrators articulate the philosophical and intellectual meaning of research universities as agents of democracy; and that institutions develop admissions policies and financial arrangements that create diverse "publics" within institutions. Appended is a list of participants. (JM)

Descriptors: *Citizen Participation; *Citizenship Responsibility; College Students; Colleges; Diversity (Institutional); Higher Education; Institutional Environment; *Institutional Mission; *Institutional Role; Organizational Change; Public Service; *Research Universities; School Community Relationship; Universities

ERIC Number: EJ563926
Title: The Apprenticeship of Liberty: Schools for Democracy.
Author(s) Barber, Benjamin R.
Source: School Administrator, v55 n5 p10-12 May 1998
Publication Date: 1998
ISSN: 0036-6439

Abstract: Explains why America has common schools and why they should be preserved. If our nation is to repossess its civic soul, it must recapture the central civic responsibilities of public schools. If American schools are to be defined by the search for literacy, then civic literacy must coexist alongside science, math, English, and cultural literacy. Public schools actually establish us as a public. (MLH)

Descriptors: *Citizenship Education; *Cultural Pluralism; *Democracy; Elementary Secondary Education; General Education; Liberal Arts; *Literacy Education; *Public Education; *Role of Education
Identifiers: *Character Education

ERIC Number: ED434866
Title: Principles and Practices of Education for Democratic Citizenship: International Perspectives and Projects.
Author(s) Bahmueller, Charles F., Ed.; Patrick, John J., Ed.
Pages: 256
Publication Date: 1999
ISBN: 0-941339-24-6
EDRS Price: MF01/PC11 Plus Postage.
Available from: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408. Tel: 800-266-3815.

Abstract: The distinguishing characteristics, content and processes, and the variations of essential elements that are exemplified by projects in the United States and abroad in education for democratic citizenship are presented in this book. The volume addresses how international partnerships involving the United States and several post-communist countries advanced the cause of education for democracy. Chapter titles

include: (1) "Concepts at the Core of Education for Democratic Citizenship" (John J. Patrick); (2) "Education for Constructive Engagement of Citizens in Democratic Civil Society and Government" (John J. Patrick); (3) "A Cooperative International Project to Develop and Disseminate a Framework on Education for Democratic Citizenship: Introduction and Rationale" (Charles F. Bahmueller); (4) "A Framework on Education for Democratic Citizenship: Summary and Commentary" (Charles F. Bahmueller); (5) "Civil Society and Democracy Reconsidered" (Charles F. Bahmueller); (6) "Civitas: An International Civic Education Exchange Program" (Charles N. Quigley; Jack N. Hoar); (7) "Reconsidering Issue-Centered Civic Education Among Early Adolescents: Project Citizen in the United States and Abroad" (Thomas S. Vontz; William A. Nixon); (8) "Guiding Principles for Cross-Cultural Curriculum Projects in Citizenship Education Reform" (Gregory E. Hamot); (9) "Building Democracy for the Twenty-First Century: Rediscovering Civics and Citizenship Education in Australia" (Murray Print); (10) "The Uses of Literature in Education for Democratic Citizenship: Lessons and Suggestions from the American Experience" (Sandra Stotsky); and (11) "Resources in ERIC on Education for Democratic Citizenship: International Perspectives." (Elizabeth R. Osborn). (LB)

Descriptors: *Citizenship; *Citizenship Education; Civics; *Democracy; *Democratic Values; Foreign Countries; Freedom; Government (Administrative Body); Higher Education; Secondary Education; Social Studies
Identifiers: Armenia; Australia; Bulgaria; Czech Republic; Hungary; Latvia; Russia

ERIC Number: ED431705
Title: Civic Education across Countries: Twenty-four National Case Studies from the IEA Civic Education Project.
Author(s) Torney-Purta, Judith; Schwille, John; Amadeo, Jo-Ann
Publication Date: 1999
Pages: 611
ISBN: 90-5166-671-3
EDRS Price: MF03/PC25 Plus Postage.
Available from: IEA Secretariat, Herengracht 487, 1017 BT, Amsterdam, The Netherlands; Tel: 31-20-625-3625.

Abstract: This volume reports the results of the first phase of the Civic Education Study conducted by International Association for the Evaluation of Educational Achievement (IEA). During 1996 and 1997, researchers in 24 countries collected documentary evidence on the circumstances, contents, and processes of civic education in response to a common set of framing questions. They also solicited the views of experts on what 14-year-olds should know about a variety of political and civic issues. Each chapter provides a summary of these national case studies and highlights pressing issues or themes of current importance within civic education. This volume will give educators and policy-makers cross-national information to enhance consideration of the role and status of civic education within their countries, especially in light of growing concerns about youth participation in democratic society. Chapters include: (1) "Mapping the Distinctive and Common Features of Civic Education in Twenty-Four Countries" (Judith Torney-Purta; John Schwille; Jo-Ann Amadeo); (2) "Reconstructing Civic and Citizenship Education in Australia" (Murray Print; Kerry Kennedy; John Hughes); (3) "Education for Citizenship in the French Community of Belgium: Opportunities to Learn in Addition to the Formal Curriculum" (Christiane Blondin; Patricia Schillings); (4)

"Challenges in Developing a New System of Civic Education in Conditions of Social Change: Bulgaria" (Peter Balkansky; Zahari Zahariev; Svetoslav Stoyanov; Neli Stoyanova); (5) "Canadian Citizenship Education: The Pluralist Ideal and Citizenship Education for a Post-Modern State" (Alan M. Sears; Gerald M. Clarke; Andrew S. Hughes); (6) "Education for Democracy in Colombia" (Alvaro Rodriguez Rueda); (7) "National Identity in the Civic Education of Cyprus" (Constantinos Papanastasiou; Mary Koutselini-Ioannidou); (8) "The Changing Face of Civic Education in the Czech Republic" (Jana Valkova; Jaroslav Kalous); (9) "Re-examining Citizenship Education in England" (David Kerr); (10) "Toward a Dynamic View of Society: Civic Education in Finland" (Sirkka Ahonen; Arja Virta); (11) "Concepts of Civic Education in Germany Based on a Survey of Expert Opinion" (Christa Handle; Detlef Oesterreich; Luitgard Trommer); (12) "The Discourse of Citizenship Education in Greece: National Identity and Social Diversity" (Dimitra Makrinioti; Joseph Solomon); (13) "Controversies of Civic Education in Political Transition: Hong Kong" (Lee Wing On); (14) "In Transit: Civic Education in Hungary" (Zsuzsa Matrai); (15) "Citizenship Education in a Divided Society: The Case of Israel" (Zsuzsa Matrai); (16) Italy: Educating for Democracy in a Changing Democratic Society (Orit Ichilov); (17) "National Identity and Education for Democracy in Lithuania" (Irena Zaleskiene); (18) Citizenship Conceptions and Competencies in the Subject Matter 'Society' in the Dutch Schools" (Henk Dekker); (19) "The Specific Nature and Objectives of Civic Education in Poland: Some Reflections" (Andrzej Janowski); (20) "Civic Education Issues and the Intended Curricula in Basic Education in Portugal" (Isabel Menezes; Elisabete Xavier; Carla Cibele; Gertrudes Amaro; Bartolo P. Campos); (21) "Cohesion and Diversity in National Identity: Civic Education in Romania" (Gheorghe Bunescu; Emil Stan; Gabriel Albu; Dan Badea; Octavian Oprica); (22) "The Challenge of Civic Education in the New Russia" (Leonid N. Bogolubov; Galina V. Klokova; Galina S. Kovalyova; David I. Poltorak); (23) Citizenship in View of Public Controversy in Slovenia: Some Reflections" (Darko Strajn); (24) "Abandoning the Myth of Exceptionality: On Civic Education in Switzerland" (Roland Reichenbach); and (25) "Challenges to Civic Education in the United States" (Carole L. Hahn). (LB)

Descriptors: *Citizenship Education; Citizenship Responsibility; *Civics; Democracy; Democratic Values; Educational Assessment; Educational Planning; Foreign Countries; *Political Issues; Secondary Education; Social Studies

ERIC Number: ED424174
Title: A Nation of Spectators: How Civic Disengagement Weakens America and What We Can Do about It. Final Report of the National Commission on Civic Renewal.
Publication Date: 1997
Pages: 72
EDRS Price: MF01/PC03 Plus Postage.
Available from: National Commission on Civic Renewal, 5111 Van Munching Hall, University of Maryland, College Park, MD 20742, telephone: 301-405-2790, url: http://www.puaf.umd.edu/civicrenewal

Abstract: Assessing the current state of civic engagement in the United States, this document argues for increased participation from the citizenry, and discuses a number of programs supporting this effort. Although individuals remain actively involved in many civic activities through church, voluntary, and political associations, recent

decades have witnessed a decline in involvement. This has been coupled with an erosion of trust in government and a disenchantment with even the very ideals of civic progress. This report from the National Commission on Civic Renewal argues for a collaborative effort at civic renewal. The steps that can be taken in the schools to help achieve civic renewal are dealt with on pages 14-16. Specifically, the goals of the Commission are to (1) assemble important scholarly and practical work already under way around the country on the revitalization of citizenship and civic life, and inspire new benchmark studies on the current condition of our citizenship and civic life; (2) spark discussion and deliberation across traditional barriers such as party affiliation, ideology, and race; (3) reach consensus on clear, practical and dramatic recommendations for enhancing the quality of citizenship and civic life; and (4) inspire the creation of new institutions and alliances that can carry these efforts forward after the Commission's work is done. The volume profiles 12 model programs contributing to these goals: Local Initiatives Support Corporation; Children's Aid Society; Hands On Atlanta; National Fatherhood Initiative; Big Brothers/Big Sisters of America; Public Achievement, St. Bernard's Grade School; Youth in Action, San Francisco Conservation Corps; Character Counts! Coalition; U.S. Youth Soccer; Charlotte Observer: "Taking Back Our Neighborhoods"; Close Up Foundation; and Project Vote Smart. (MJP)

Descriptors: Alienation; *Citizen Participation; Citizenship Education; *Citizenship Responsibility; *Civics; Community Development; *Democratic Values; *Educational Development; Educational Objectives; Outcomes of Education; Public Service; Social Behavior; Social Isolation; *Social Networks; Social Responsibility; Social Values

ERIC Number: EJ568082
Title: Task Force to Set Agenda for Civic Education Program.
Author(s) Carter, Lief H.; Elshtain, Jean Bethke
Source: PS: Political Science and Politics, v30 n4 p744-45 Dec 1997
Publication Date: 1997
ISSN: 1049-0965

Abstract: Summarizes a statement by the Task Force on Civic Education in the Next Century about the need for, and objectives of, a civic education program. Includes the Task Force's Statement of Purpose and goals for the American Political Science Association's Civic Education Projects. Includes list of task force members. (DSK)

Descriptors: *Agenda Setting; Citizen Participation; *Citizenship Education; College Instruction; Educational Objectives; Educational Resources; High Schools; Higher Education; *Political Science; Politics; *Social Studies; Undergraduate Students

ERIC Number: ED422197
Title: Education for Civitas: The Lessons Americans Must Learn. Working Paper Series in Education.
Author(s) Butts, R. Freeman
Pages: 61
Publication Date: May 1997
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Stanford University, Hoover Institution on War, Revolution, and Peace, Stanford, CA, 94305-6010.

Abstract: This essay explores the various definitions of "civitas" and how those

definitions have valuable lessons for people. "Civitas" means both a political community or government, especially as found in a republic, and the kind of citizenship a republic requires. Specifically the paper examines the role of government in education and the role of education in preparing youth for citizenship in a constitutional democratic republic. The essay provides historical examples of the changing roles of citizenship from Thomas Jefferson, Abraham Lincoln, and Robert M. LaFollette, Jr. to Hillary Rodham Clinton. The paper also examines parental rights, vouchers, charter schools, privatization of public schools, and the move toward national standards and tests. The essay is divided into two parts: (1) "Education for Civitas: The Lessons Americans Must Learn"; and (2) "Afterword: The Politics of Educational Reform." (EH)

Descriptors: Change; *Citizenship Education; *Civics; Civil Rights; Constitutional Law; Democracy; Freedom; Justice; Political Science; *Standards
Identifiers: *CIVITAS

ERIC Number: ED419774
Title: Multicultural Education and the Civic Mission of Schools.
Author(s) Patrick, John J.
Publication Date: June 27, 1998
Pages: 49
EDRS Price: MF01/PC02 Plus Postage.

Abstract: This paper discusses key elements of current multicultural challenges of the traditional civic mission of schools. It appraises these challenges to suggest their strengths and weaknesses--contributions and pitfalls--with regard to fundamental U.S. principles of democracy endorsed by both multicultural challengers and traditional civic educators. Finally, it suggests how multicultural education and civic education can be conjoined in the mission and core curriculum of schools to support genuinely the principles and practices of democratic citizenship. (RJC)

Descriptors: Citizenship; Citizenship Education; *Civics; Cross Cultural Training; Cultural Education; Democracy; Democratic Values; Elementary Secondary Education; Higher Education; *Multicultural Education; *Social Studies

ERIC Number: ED417098
Title: Education for Public Democracy. SUNY Teachers Empowerment and School Reform Series.
Author(s) Sehr, David T.
Publication Date: 1997
Pages: 135
ISBN: 0-7914-3168-1
Document Not Available from EDRS.
Available from: State University of New York Press, State University Plaza, Albany, NY 12246 (cloth: ISBN-0-7914-3167-3; paperback: ISBN-0-7914-3168-1).

Abstract: This book identifies two competing traditions of American democracy and citizenship: a dominant, privately-oriented citizenship tradition and an alternative tradition of public democratic citizenship. Based on the second tradition, the book outlines a set of qualities an effective democratic citizen must possess, as well as a number of ideal school practices that promote these qualities in young people. This discussion provides a framework for analyzing two democratic urban alternative high schools. The book is divided into two sections with nine chapters. Part 1, "American Democracy: Privatized or Public?," contains: (1) "Democratic Ideology, Hegemony, and Education"; (2) "Ideological Roots of Privatized and Public Democracy: Contrasting Locke and the Federalists with

Rousseau and Jefferson"; (3) "Privatized Democracy: Nineteenth- and Twentieth-Century Ideology and Practice"; (4) "Public Democracy"; and (5) "Education for Public Democratic Citizenship." Part 2, "Democratic Education? Tales from Two Schools," includes: (1) "Structure and Organization to Two Democratic High Schools"; (2) "Curriculum and Pedagogy in Two Democratic High Schools"; (3) "Promoting Public Democratic Citizenship: Student Responses to School Programs"; and (4) "In Search of Public Democratic Education." (EH)

Descriptors: Change; Decision Making; *Democracy; *Educational Change; *Educational Philosophy; Elementary Secondary Education; Participative Decision Making; Professional Autonomy; *Teacher Empowerment; United States History

ERIC Number: ED416171
Title: Education and Democratic Citizenship in America.
Author(s) Nie, Norman H.; Junn, Jane; Stehlik-Barry, Kenneth
Publication Date: 1996
Pages: 268
ISBN: 0-226-58389-9
Document Not Available from EDRS.
Available from: University of Chicago Press, 5801 Ellis Ave., 4th Floor, Chicago, IL 60637 (hardback: ISBN-0-226-58388-0; paperback: ISBN-0-226-58389-9).

Abstract: This book explores the causal relationships between education and democratic citizenship. This book is divided into 2 parts and features 11 chapters. Chapter 1, the introductory chapter, looks at "Education and Democratic Citizenship in America: Enlightened Political Engagement." Part 1, "Education and Citizenship in the United States, 1990," features (2) "Enlightened Political Engagement: Characteristics of Democratic Citizenship and Their Relationship to Education"; (3) "What Links Education to Enlightened Political Engagement? Cognitive and Positional Pathways"; (4) "Integrating and Testing the Model"; and (5) "Confirming the Enlightenment and Political Engagement Dimensions." Part 2, "Education and Citizenship in the United States, 1972-1994," examines (6) "Reconceptualizing Educational Effects"; (7) "Education and Democratic Citizenship from the 1970's to the 1990's: Defining and Operationalizing the Measures"; (8) "Testing Educational Effects Over Time"; (9) "Absolute and Relative Education in Synchronic Studies: Application to Cross-Sectional Surveys"; (10) "Education and Democratic Citizenship in Other Nations; An Exploratory Comparative Analysis"; and (11) "The Future of Education and Democratic Citizenship: Some Implications of Our Findings." (Contains over 200 references, 8 appendices, and an index.) (CB)

Descriptors: *Citizen Participation; *Citizenship; *Citizenship Education; Civics; Democracy; *Democratic Values; Educational Sociology; Futures (of Society); Higher Education; *Outcomes of Education; Political Influences; Political Issues; Political Science; Political Socialization; Politics; *Role of Education; Secondary Education; Social Influences; Social Networks; Social stratification; Theory Practice Relationship; United States Government (Course)

ERIC Number: ED390156
Title: Democracy, Education, and the Schools.
Author(s) Soder, Roger, Ed.
Publication Date: 1996
Pages: 293
ISBN: 0-7879-0166-0

Document Not Available from EDRS.
Available from: Jossey-Bass, Inc. Publishers, 350 Sansome Street, San Francisco, CA 94104.

Abstract: This book argues that the most basic purpose of America's schools is to teach children the moral and intellectual responsibilities of living and working in a democracy. It contains essays that explore the meaning of democracy and its implications for preparing teachers and teaching students. The book contains a discussion of critical questions about the relationship between the American democracy and a free public school system, arguing that privatization of the schools risks destroying the fundamental underpinnings of American democracy. Following the preface, the chapters include the following: (1) "The Meanings of Democracy" (Nathan Tarcov); (2) "Democracy, Nurturance, and Community" (Donna H. Kerr); (3) "Democracy, Ecology, and Participation" (Mary Catherine Bateson); (4) "Democracy, Education, and Community" (John I. Goodlad); (5) "Public Schooling and American Democracy" (Robert B. Westbrook); (6) "Democracy and Access to Education" (Linda Darling-Hammond and Jacqueline Ancess); (7) "Curriculum for Democracy" (Walter C. Parker); (8) "Oratory, Democracy, and the Classroom" (John Angus Campbell); and (9) "Teaching the Teachers of the People" (Roger Soder). References accompany each chapter. Subject and author indexes are included. The afterword concludes that if one values democracy and believes that schools are important for enculturating the young into the habits of mind necessary to maintain democracy, then one has to question the arguments for privatizing schools based solely on efficiency in producing workers. (LMI)

Descriptors: Access to Education; *Citizenship; Citizenship Responsibility; *Democracy; *Democratic Values; Elementary Secondary Education; Government School Relationship; *Public Schools; *Role of Education; Socialization; Teacher Education

ERIC Number: ED387433
Title: What Does Research on Political Attitudes and Behavior Tell Us about the Need for Improving Education for Democracy?
Author(s): Branson, Margaret Stimmann
Pages: 21
Publication Date: October 1994
Notes: Paper presented at the International Conference on Education for Democracy (Malibu, CA, October, 1994).
EDRS Price: MF01/PC01 Plus Postage.

Abstract: This paper is an assessment of recent research on U.S. political attitudes, beliefs, and behaviors and what it says about the need to improve education for democracy. The assessment examines three surveys: (1) the annual Phi Delta Kappa/ Gallup survey that looks at attitudes toward public schools; (2) the annual "The American Freshman" report on attitudes and behaviors of first-time, full time students attending U.S. colleges and universities; and (3) the most recent survey of the Times Mirror Center for the People and the Press on the beliefs and behaviors of people that underlie political labels and drive political action. Research discussed also includes "The Harwood Study," which analyzes 10 focus group discussions with citizens from cities around the country, Richard Brody's examination of the effect on political tolerance of the "We the People..." curriculum, and a University of Minnesota curriculum program that concurs with Brody's view that "political tolerance

can be taught." The paper concludes with the view that current research shows that education for democracy should be a priority not only in the United States, but throughout the world. Further, more and better research is needed to learn how best to educate for democracy. (LH)

Descriptors: *Democracy; *Education; Elementary School Curriculum; Elementary Secondary Education; Law Related Education; *Political Attitudes; Research; Secondary School Curriculum; Social Studies

ERIC Number: ED387392
Title: Civic Declaration: A Call for a New Citizenship. A New Citizenship Project of the American Civic Forum. An Occasional Paper of the Kettering Foundation.
Publication Date: December 1994
Pages: 30
EDRS Price: MF01/PC02 Plus Postage.
Available from: Center for Democracy and Citizenship, Humphrey Institute, 301 19th Avenue, South, Minneapolis, MN 55455; Walt Whitman Center, Hickman Hall, Rutgers University, New Brunswick, NJ 08903.

Abstract: This position paper asserts that citizens must reclaim responsibility for and power over public affairs. The New Citizenship calls on all people to reassert common agency and to repossess democratic institutions through popular sovereignty that is the root of democracy. The volume includes the following chapters: (1) "Background"; (2) "Call for a New Citizenship"; (3) "The Challenge"; (4) "The New Citizenship: Civic Stories"; (5) "From 'Me' to 'We': The Lessons of Civic Stories"; (6) "The American Civic Forum"; and (7) "About the 'Civic Declaration'; Reflections of Civic Leaders." (EH)

Descriptors: Citizen Participation; Citizen Role; *Citizenship Education; *Citizenship Responsibility; *Civics; *Democracy; Higher Education; Law Related Education; Nationalism; *Patriotism; *Political Science; United States Government (Course)

ERIC Number: ED384540
Title: The Civic Mission in Educational Reform. Perspectives for the Public and the Profession. Education and Society Series.
Author(s) Butts, R. Freeman
Pages: 361
Publication Date: 1989
ISBN: 0-8179-8772-X
Document Not Available from EDRS.
Available from: Hoover Institution Press, Stanford University, Stanford, CA 94305-6010 (paperback: ISBN-0-8179-8772-X, $22.95; clothbound: ISBN-0-8179-8771-1, $32.95).

Abstract: This study stresses the need to improve the quality of civic education at all levels within the educational system in the United States. The book provides a theory for the practice of citizenship that enlists the support of a broad spectrum of the diverse ethnic, linguistic, and religious groups that must live and work together. The volume contends that the civic mission of education can be served best if schools concentrate on those civic values that citizens hold in common. This core of shared beliefs would then be supported by differing groups whose values are grounded in their own particular theology, moral law, or natural law without imposing those grounds of faith or belief on others, especially not through a powerful centralized government. The book illustrates that the theme of citizenship could become a binding and revivifying element in

a common core of studies, giving a scholarly foundation to moral and civic education and providing a common ground for the pluralistic society that has contributed to the unique fabric of life. Part 1 provides historical perspective on the changing roles of families, schools, and communities in education for citizenship; on the competing claims of civic cohesion, pluralism, and modernization; and on the diminishing role of civic purpose in public schooling. Part 2 discusses the attempts to revitalize the civic mission of education in recent decades, not only in the schools but in the liberal and professional education of all teachers and administrators. (RJC)

Descriptors: *Citizenship Education; *Civics; Core Curriculum; *Educational Change; Educational History; Higher Education; Law Related Education; Multicultural Education; Political Science; Secondary Education; Teacher Education; United States Government (Course)

ERIC Number: ED383606
Title: Preparing for Citizenship: Teaching Youth To Live Democratically.
Author(s) Mosher, Ralph; And Others
Publication Date: 1994
Pages: 194
Notes: Foreword by Thomas Lickona; chapter 7 by Ethel Sadowsky.
ISBN: 0-275-95096-4
Document Not Available from EDRS.
Available from: Praeger Publishers, 88 Post Road West, Westport, CT 06881 (clothbound: ISBN-0-275-94606; paperback: ISBN-0-275-95096-4).

Abstract: This book explores the issues of democratic education and student responsibilities in the schools. There are three compelling reasons to engage students to have a direct experience of democracy as an integral part of their schooling: (1) students are most likely to understand and value democracy and develop the political skills required for effective democratic citizenship if they have the first-hand experience of participating in democratic self-governance; (2) democratic education is a powerful stimulus for full human development, including cognitive, ego, social, political, and moral development; and (3) democratic school governance offers the most practical, effective means of improving the school's moral culture, the operative moral norms that shape the behavior of the school's members. The volume includes the following chapters: (1) "Democracy in a New Hampshire School: Applied Citizenship Education"; (2) "Education in a Democracy"; (3) "The Student as Citizen: Politics and Development"; (4) "The School Within a School: A Democratic High School Comes of Age"; (5) "Democratic Governance at a Large, Diverse High School: The Brookline Experience"; (6) "The Question of Representation in a Democratic School"; (7) "Taking Part: Democracy in the Elementary School" (Ethel Sadowsky); and (8) "Education for Democracy and Full Human Competence." There are three appendices: (1) "School Government: The Council"; (2) "The Brookline High School Town Meeting"; and (3) "Some Proposals Addressed by Town Meeting." An index, and author biographies concluded the volume. Contains an extensive bibliography. (EH)

Descriptors: Case Studies; *Citizen Role; *Citizenship; *Citizenship Education; *Citizenship Responsibility; *Civics; Democracy; Democratic Values; Elementary Secondary Education; Ethical Instruction; Global Education; Law Related Education; Public Affairs Education; Social Values; *Student Government; Student Leadership; Student Organizations; Student Participation; Student Responsibility; Values

Education

ERIC Number: EJ476792
Title: The Time Is Now: To Frame the Civic Foundations of Teacher Education.
Author(s) Butts, R. Freeman
Source: Journal of Teacher Education, v44 n5 p326-34 Nov-Dec 1993
Publication Date: 1993
ISSN: 0022-4871

Abstract: Teacher education must produce teachers who can ensure that schooling generates future good citizens. The paper examines regional and national reform, the civic foundations of education, and the need for dedicated, well-trained people to enter public service committed to public good. A description of CIVITAS, a citizenship project, is included. (SM)

Descriptors: *Citizenship Responsibility; *Civics; *Democratic Values; Educational Change; Educational Needs; Elementary Secondary Education; *Foundations of Education; Higher Education; Humanitarianism; *Preservice Teacher Education; Public Education; Teacher Role
Identifiers: National Education Goals 1990

ERIC Number: EJ467419
Title: Renewing the Civic Purpose of the Schools.
Author(s) Bahmueller, Charles F.; Branson, Margaret Stimmann
Source: Momentum, v24 n3 p40-43 Sep-Oct 1993
Publication Date: 1993
ISSN: 0026-914X

Abstract: Describes the Center for Civic Education's efforts to develop and disseminate national standards in civics and government for K-12 education. Considers why standards are needed, what the standards are intended to accomplish, how they are being prepared, the groups involved in the development process, and the schedule for completion. Includes a draft model standard. (MAB)

Descriptors: *Citizenship Education; *Civics; *Curriculum Development; Elementary Secondary Education; *Government (Administrative Body); Social Studies; *Standards
Identifiers: *Center for Civic Education

ERIC Number: ED277643
Title: Education for Democracy.
Author(s) Bennett, William J.
Pages: 12
Publication Date: September 1986
Notes: Paper presented at the regular meeting of the Consejo Interamericano para la Educacion, la Ciencia, y la Cultura (17th, Washington, DC, September 26, 1986).
EDRS Price: MF01/PC01 Plus Postage.

Abstract: Democratic ideals are not known instinctively, but must be purposely taught, for an educated, informed citizenry is vital to the well-being of every democracy. The essential assumptions and values of democracy include the principle of inalienable rights, respect for certain institutions such as a representative government, an independent judiciary, the family, and the church. A democracy depends on schools which help to foster a kind of character which respects the law, is willing both to offer and accept criticism, and respects the value of the individual. When teaching about democracy, the schools need only to give the children the truth; democracy's achievements as well as its faults. Children should know the whole truth about their own countries and should know that there are systems of government that

cannot be morally sanctioned. If students are given the whole truth about democracy's record and the comparable record of other political systems, they will never hesitate to stand up for democracy. (APG)

Descriptors: *Citizenship Education; *Democratic Values; Education; Elementary Secondary Education; Governance; Totalitarianism

## Renewal of Democratic Purposes in Social Studies Education: Teaching Materials

ERIC Number: EJ582743
Title: Putting a Lid on Campaign Spending: A Lesson Plan.
Author(s) Koman, Rita G.
Source: Social Education, v62 n6 p363-69 Oct 1998
Publication Date: 1998
ISSN: 0037-7724

Abstract: Presents a high school lesson plan to teach students that democratic citizenship is not passive and to prepare them to take part in grassroots education and action. Presents a historical overview of campaign-finance debates and a series of activities that use this material to engage students in their own debates. (DSK)

Descriptors: *Citizenship Education; Civics; *Controversial Issues (Course Content); Debate; Democracy; *Democratic Values; *Discussion (Teaching Technique); Government Role; High Schools; Lesson Plans; Political Campaigns; *Social Action; Social Studies; United States History

ERIC Number: EJ577000
Title: A Student Teacher's Perspective on a Democratic Classroom.
Author(s) Siller, Deanna
Source: Primary Voices K-6, v7 n2 p20-25 Oct 1998
Publication Date: 1998
Notes: Theme: Democracy in the Classroom. Journal availability: National Council of Teachers of English, 1111 W. Kenyon Rd., Urbana, IL 61801-1096.
ISSN: 1068-073X

Abstract: Shares observations made and lessons learned by the author while student teaching in a democratic classroom environment. Outlines keys to creating a democratic classroom. Discusses preparing teachers for democratic classrooms. (SR)

Descriptors: Classroom Communication; Classroom Environment; Classroom Techniques; *Cooperation; *Democracy; *Democratic Values; Elementary Education; Higher Education; *Participative Decision Making; Preservice Teacher Education; *Student Teaching; *Teacher Student Relationship

ERIC Number: EJ576999
Title: Democratic Classrooms: Addressing the Needs of Children at Risk.
Author(s) Anderson, Terry
Source: Primary Voices K-6, v7 n2 p13-19 Oct 1998
Publication Date: 1998
Notes: Theme: Democracy in the Classroom. Journal availability: National Council of Teachers of English, 1111 W. Kenyon Rd., Urbana, IL 61801-1096.
ISSN: 1068-073X

Abstract: Describes how a democratic classroom and flexible grouping benefit students who arrive "at risk." Illustrates how acting on these ideas has put an end to labeling in the author's first-grade classroom. Describes how many current classroom

practices are pervasively autocratic rather than democratic. Discusses district and community support, and management of a democratic classroom. (SR)

Descriptors: Class Activities; *Classroom Environment; *Classroom Techniques; Cooperation; *Democracy; *Democratic Values; Grade 1; Grouping (Instructional Purposes); *High Risk Students; Labeling (of Persons); *Participative Decision Making; Primary Education; Teacher Student Relationship

ERIC Number: ED426271
Title: Smart Talk for Growing Communities: Meeting the Challenges of Growth and Development. A Guide for Public Dialogue and Problem Solving {and} The Busy Citizen's Guide for Public Dialogue and Problem Solving.
Publication Date: 1998
Pages: 82
Notes: A publication of the Congressional Exchange project.
EDRS Price: MF01/PC04 Plus Postage.
Available from: Congressional Exchange, 1120 G Street, NW, Suite 730, Washington, DC 20005.

Abstract: This facilitator's guide explains how to lead a series of five sessions (study circles) designed to foster public dialogue and problem solving among citizens interested in meeting the challenges of community growth and development. The document begins with an introduction to the concept of study circles that examines the following: definition of growth, ways study circles can foster growth, features and benefits of study circles, ways of making the most of study circles, and ground rules for useful discussions. Presented next are materials for leading discussions on the following topics: ways growth is changing the community; reasons for the changes the community is experiencing; options available for addressing growth issues; ground rules for meeting with public officials; and actions the community can take to shape its future. Concluding the guide are the following: glossary; tips for facilitators (help practitioners know what to expect, learn as you go, use the views expressed, manage the discussion); organization of study circle programs (overview of study circles, organizing study circles on growth, organizing for action, involving public officials); and resources for further discussion and action (list of 38 organizations and 13 websites and annotated bibliography of 31 publications). The companion citizen's guide contains the same materials, minus the facilitator notes and information. (MN)

Descriptors: Adult Education; *Adult Programs; Annotated Bibliographies; *Citizen Participation; *Community Action; *Community Development; Community Organizations; Community Programs; Discussion Groups; Group Discussion; Group Dynamics; Information Sources; Internet; Leaders Guides; National Organizations; Nonprofit Organizations; *Problem Solving; Program Implementation; Public Agencies; Resource Materials; Strategic Planning; World Wide Web
Identifiers: *Facilitators; *Study Circles

ERIC Number: ED416114
Title: Citizenship Mini-Lessons.
Author(s) Hayes, Bill, Ed.; Dengleman, Charles, Ed.
Publication Date: 1996
Pages: 31
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005, telephone:

213-487-5590.

Abstract: This booklet provides interactive mini-lessons on citizenship to be used by teachers or youth leaders to help young people develop a deeper understanding of citizenship and civic action. The 14 mini-lessons are arranged under 4 categories that describe the elements of active citizenship: knowledge, attitudes, skills, and behaviors. The instructor materials contain an introduction, teaching methods, and lesson instructions. Student handouts for the lesson are included. (EH)

Descriptors: *Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; Community Responsibility; Elementary Secondary Education; Instructional Materials; *Leadership; Leadership Training; Social Studies; Teaching Guides

ERIC Number: ED400392
Title: We the People: Guidelines to Taking Part in Democracy.
Author(s) Vig, Amanda; And Others
Publication Date: 1996
Pages: 35
Notes: Also prepared by Adult Learners for the Future (ALF).
EDRS Price: MF01/PC02 Plus Postage.

Abstract: This booklet deals with three ways in which to be an active citizen in a democracy: voting, communicating with elected officials, and volunteering. Words about citizenship that may be new to the reader are in bold print and underlined; a word box at the top of the page provides the meaning of specially marked words on that page. Part 1 on voting covers the fact that each vote matters, how to make an informed vote, who can vote, where to register to vote, changing registration, absentee ballots, where to vote, and what political parties are. Part 2 focuses on communicating with elected officials. It discusses reasons why one may wish to communicate with elected officials, writing letters, personal visits, telephone calls, local meetings, and program visits. Part 3 deals with volunteering and building a better community. It considers finding the right volunteer position and lists 23 volunteer referral services. (YLB)

Descriptors: Adult Education; Adults; Advocacy; *Citizen Participation; *Citizen Role; *Citizenship; Community Action; *Volunteers; *Voting
Identifiers: Ohio

ERIC Number: ED391009
Title: Responsible Citizenship Practices. Life Skills. Teacher Edition.
Publication Date: 1996
Pages: 197
Notes: For other related documents in the life skills series, see ED 380 630-631, ED 382 770-772, and ED 382 844-846. Essential Social Skills mentioned on p.ix is under development and not yet published.
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (1 teacher and 10 student editions, order no. BS2006: $50; additional student editions, BS3006: $2).

Abstract: This guide contains the materials required to teach a six-unit course on responsible citizenship that was developed for secondary-level vocational education students in Oklahoma. The following are among the topics covered in the individual instructional units: getting to know your government (types of political systems,

historical documents of the United States, powers of the federal government's three branches, reserved and shared powers of federal and state governments; local government (functions/concerns of country and city governments); making laws (rights guaranteed by the Bill of Rights, human rights, steps/stages in the legislative process, the system of checks and balances); enforcing laws (state and federal courts, law enforcement processes/personnel, financing of law enforcement); voting (voting requirements, importance of voting); and supporting your community (community involvement, interacting with public officials, community organizations, benefits of community work). Each instructional unit includes some/all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, job sheets, written tests, lists of suggested readings, and answers to assignment sheets and written tests. Also included are guidelines for using the various components included in the instructional units and measuring student performance and a table detailing the required criteria for competency-based education programs. (MN)

Descriptors: Behavioral Objectives; *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; *Competency Based Education; *Government (Administrative Body); Law Enforcement; Learning Activities; Learning Modules; Legislation; Lesson Plans; Secondary Education; State Curriculum Guides; *Vocational Education; Voting

ERIC Number: ED404266
Title: Becoming an Active Citizen. User Guide for Grades K-6. My America: Building a Democracy Series.
Author(s) Fier, Harriet, Ed.; And Others
Pages: 9
Publication Date: 1994
Notes: "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide.
Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: New Castle Communications, 229 King Street, Chappaqua, NY 10514; available in English and Spanish.

Abstract: This user guide is part of a multimedia unit using an interdisciplinary approach with hands-on learning to motivate children to participate actively in their schools and local communities, and to experience the democratic process. This unit focuses on the concept that democracy works best when everyone participates. Unit parts include: (1) video preview; (2) suggestions for using the unit; (3) getting ready to view the video; (4) video modeling lesson; (5) follow-up activities for primary, intermediate, and upper grade children; and (6) a bibliography for children and teachers. (EH)

Descriptors: Active Learning; American Studies; Citizen Participation; *Citizen Role; *Citizenship; *Civics; Critical Thinking; *Democracy; Elementary Education; *Law Related Education; *Social Studies; Voting

ERIC Number: ED404244
Title: Rights and Responsibilities. User Guide for Grades K-6. My America: Building a Democracy Series.
Author(s) Fier, Harriet, Ed.; And Others
Pages: 9

Publication Date: 1994

Notes: "My America" is a 12-unit multimedia series with each unit consisting of a 15-20 minute videotape, resource directory diskette, and brief 8-page user guide.

Only the printed user guides are included here; see SO 026 804-810 and SO 026 536-540.

EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.

Available from: New Castle Communications, 229 King Street, Chappaqua, NY 10514 (available in English and Spanish).

Abstract: This user guide covers "Rights and Responsibilities," and offers suggestions for preparatory activities, lessons, and follow-up activities for primary, intermediate, and upper grade students. Goals for the series are to help children: (1) become familiar with the democratic process and active citizenship; (2) recognize what it means to be a citizen in a multi-cultural society; (3) build skills in communications and cooperation; (4) recognize how laws are made and how a single vote and voice matter; and (5) experience how caring and commitment build community. The objective of "Rights and Responsibilities" is to encourage appreciation of the freedoms all share in a democracy. Contains a 13-item bibliography for students and a 2-item bibliography for teachers are listed. (LAP)

Descriptors: Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; *Citizenship Responsibility; Civics; Critical Thinking; *Democracy; Democratic Values; Elementary Education; Law Related Education; *Social Studies

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EDO-SO-98-8 September 1998

# Education for Engagement in Civil Society and Government

**by John J. Patrick**

Engagement of citizens with the institutions and operations of their communities and government is a central characteristic of a strong democracy. A recent report of The National Commission on Civic Renewal (1998, 6), however, has sounded alarms about the declining quantity and quality of citizen engagement in America's political and civic life and warns, "In a time that cries out for civic action, we are in danger of becoming a nation of spectators." Several recent reports and studies concur about declining participation by Americans in their civil society and government (American Civic Forum 1994; Bahmueller 1997; Putnam 1995).

A great strength of democratic government in the United States has been its interactions with civil society, which "refers to voluntary social activity not compelled by the state" (Bahmueller 1997, 26). Through voluntary participation in freely formed civil society associations (sometimes called non-governmental organizations or NGOs), citizens pursue personal interests that may serve the public good. Through this civic engagement, they develop the knowledge, skills, attitudes, and habits that make democracy work (Patrick 1996; Putnam 1995). Further, the many voluntarily formed associations of civil society are an ever-present countervailing force against abuses of power in the government.

A reliable indicator of the health of democracy in America is the vitality of civil society. However, The National Commission on Civil Renewal reports the generally accepted conclusion that "our overall civic condition is weaker than it was — and in need of significant improvement" (1998, 23). What can be done through education in schools to renew the constructive engagement of citizens in political and civic life and thereby revitalize civil society and government in America?

**Development of Intellectual Capital for the Engaged Citizen.** Political and civic engagement, the constructive interactions of citizens with their civil society and government, requires intellectual capital — knowledge of democratic principles and practices and cognitive capacity to apply it to public affairs (Hirsch 1996, 17-47; Nie, Junn, and Stehlik-Barry 1996). The curriculum of schools can be an effective means to development of intellectual capital necessary for constructive civic engagement (Niemi and Junn 1998). Well-designed and delivered courses in civics, government, and United States history — based on key ideas, information, and issues of American democracy of the past and present — enable students to acquire a fund of civic/political knowledge that can be called upon to comprehend, cope, and otherwise interact successfully with the issues, problems, and challenges of their civil society and government.

Development of intellectual capital involves the conjoining of content and processes — basic subject matter and cognitive processes and skills. To elevate one over the other — content over processes or vice versa — is a pedagogical flaw that impedes achievement of learners (Hirsch 1996). Further, some ideas, information, and issues are more worthy of emphasis than other subject matter in education for engagement in democratic civil society and government. For example, common knowledge of core principles and practices of democracy among students is a prerequisite to the development and maintenance of an active community of self-governing citizens. Without this kind of knowledge, citizens are unable to analyze public policy issues or problems, make cogent decisions about them, or act intelligently to resolve them (Center for Civic Education 1994.)

Finally, development of intellectual capital — essential knowledge and cognitive skills — is enhanced by a curriculum anchored in core subjects or academic disciplines. In the social studies field, these core disciplines are history, geography, political science (civics/government), and economics. According to John T. Bruer, a leading practitioner of cognitive science, "Expertise [development of intellectual capital] depends on highly organized, domain-specific knowledge that can arise only after extensive experience and practice in the domain [the academic discipline]. Strategies can help us process knowledge, but first we have to have the knowledge to process" (1993, 15).

**Development of Social Capital for the Engaged Citizen.** Intellectual capital must be combined with social capital in effective education for engagement in political and civic life. Social capital consists of participatory skills and civic virtues or character traits necessary for the constructive engagement of citizens with their civil society and government. Examples of civic virtues are civility, honesty, self-restraint, tolerance, compassion, patriotism, respect for the worth and dignity of each person, concern for the public good, and social trust.

A key element of social capital is trust among the citizens of a community. People who trust one another can cooperate to achieve common objectives. Conversely, alienated, atomized, or cynical people are likely to stay outside civil society in a marginalized domain of inefficacy. Political scientist Robert Putnam explains, "By analogy with notions of physical capital and human capital — tools and training that enhance individual productivity — social capital refers to features of social organizations such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit" (1995, 67).

Development of social capital can be achieved through experiential learning in concert with academic, cognitive-based learning activities. For example, civic virtues and participatory skills can be developed through methods of cooperative learning and service learning. Cooperative learning experiences involve

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students working together in small groups to achieve common goals. And service learning involves students participating together in projects that serve the public good in the school or the community outside the school.

Learning experiences that involve cooperation and community service provide opportunities for students to practice skills and behavior that in time become habits of responsible citizenship. Development of these elements of social capital for the engaged citizen is likely to be enhanced when cooperative and service learning experiences are connected systematically to the development of intellectual capital through lessons about academic subject matter. For example, principles of democracy that students learn through formal academic activities in the classroom should deliberately be applied to service learning experiences in the community outside the school. And students should be required to reflect upon the connections of core academic concepts and service learning experiences (Youniss and Yates 1997, 135-153).

**Resources for Civic Educators.** The following organizations provide resources for civic educators interested in developing intellectual and social capital for constructive engagement of citizens in democratic civil society and government.

**Center for Civic Education.** 5146 Douglas Fir Road, Calabasas, CA 91302. Telephone: (818) 591-9321; FAX: (818) 591-9330; E-Mail: center4civ@aol.com; World Wide Web: <http://www.civiced.org>.

**Center for Democracy and Citizenship.** 130 Humphrey Center, 301 19th Avenue South, Minneapolis, MN 55455; Telephone: (612) 625-0142; FAX: (612) 625-3513; E-Mail: eeschenbacher@hhh.umn.edu; World Wide Web: <http://www.hhh.umn.edu/centers/cdc>.

**Center for Political Leadership and Participation.** University of Maryland, College Park, MD 20742; Telephone: (301) 405-5751; FAX: (301) 405-6402; E-Mail: cplp@umail.umd.edu.

**Communitarian Network.** 2130 H Street, N.W., Suite 714, Washington, DC 20052; Telephone: (800) 245-7460; FAX: (202) 994-1606; E-Mail: comnet@qwu.edu; World Wide Web: <http://www.gwu.edu/nccps>.

**Heritage Foundation.** 214 Massachusetts Avenue, N.E., Washington, DC 20002; Telephone: (202) 546-4400; FAX: (202) 608-6136; E-Mail: polrev@heritage.org; World Wide Web: <http://www.policyreview.com>.

**Kettering Foundation.** 200 Commons Road, Dayton, OH 45459; Telephone: (937) 434-7300.

**National Commission on Civic Renewal.** 3111 Van Munching Hall, University of Maryland, College Park, MD 20742; Telephone: (301) 405-2790; FAX: (301) 314-9346; World Wide Web: <http://www.puaf.umd.edu/civicrenewal>.

**Pew Partnership for Civic Change.** 145-C Ednam Drive, Charlottesville, VA 22903; Telephone: (804) 971-2073; FAX: (804) 971-7042; E-Mail: mail@pew-partnership.org; World Wide Web: <http://www.pew-partnership.org>.

**References and ERIC Resources.** The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from commercial reprint services.


American Civic Forum. CIVIC DECLARATION: A CALL FOR A NEW CITIZENSHIP. Dayton, OH: The Kettering Foundation, 1994. ED 387 392.

Bahmueller, Charles F. "Civil Society and Democracy Reconsidered." In Laura A. Pinhey and Candace L. Boyer, Eds. RESOURCES ON CIVIC EDUCATION FOR DEMOCRACY: INTERNATIONAL PERSPECTIVES. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1997. ED 415 175.

Bruer, John T. "The Mind's Journey from Novice to Expert." AMERICAN EDUCATOR 17 (Summer 1993): 6-15 and 38-46. EJ 468 083.

Center for Civic Education. NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT. Calabasas, CA: Center for Civic Education, 1994. ED 375 074.

Hirsch, E. D., Jr. THE SCHOOLS WE NEED: WHY WE DON'T HAVE THEM. New York: Doubleday, 1996.

National Commission on Civic Renewal. A NATION OF SPECTATORS: HOW CIVIC DISENGAGEMENT WEAKENS AMERICA AND WHAT WE CAN DO ABOUT IT. College Park, MD: University of Maryland, 1998.

Nie, Norman H., Jane Junn, and Kenneth Stehlik-Barry. EDUCATION AND DEMOCRATIC CITIZENSHIP IN AMERICA. Chicago: The University of Chicago Press, 1996. ED 416 171.

Niemi, Richard G., and Jane Junn. CIVIC EDUCATION: WHAT MAKES STUDENTS LEARN. New Haven, CT: Yale University Press, 1998.

Patrick, John J. "Civil Society in Democracy's Third Wave: Implications for Civic Education." SOCIAL EDUCATION 60 (November/December 1996): 414-417. EJ 536 756.

Putnam, Robert D. "Bowling Alone: America's Declining Social Capital." JOURNAL OF DEMOCRACY 6 (January 1995): 65-78.

Youniss, James, and Miranda Yates. COMMUNITY SERVICE AND SOCIAL RESPONSIBILITY N YOUTH. Chicago, IL: The University of Chicago Press, 1997. ED 411 446.



**This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.**

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EDO-SO-1999-6 August 1999

# The Concept of Citizenship in Education for Democracy

**By John J. Patrick**

The concept of citizenship is at the core of education for democracy. This Digest discusses (1) what citizenship is; (2) why citizenship is an essential element of democracy; and (3) how to teach about citizenship in a democracy.

**The Meaning of Citizenship.** In a democracy, the source of all authority—the legitimate basis of all power—is the collective body of the people, the citizens of the polity. There is popular sovereignty of the citizens and thereby government by consent of the governed. A citizen is a full and equal member of a polity, such as a democratic nation-state (Mouffe 1995, 217).

In some states or countries, citizenship, the condition of being a citizen, is based on the place of a person's birth, which is known as *jus soli* citizenship. In other places, the status of citizen is based on the citizenship of one's parents, which is known as *jus sanguinis* citizenship. Some countries use both bases for ascribing citizenship. Further, most democratic states have established legal procedures by which people without a birthright to citizenship can become naturalized citizens.

Equality before the law is one fundamental right of the citizen; other examples are such political rights as voting and participating in public interest groups. Constitutions may make a distinction between the rights of citizens and of inhabitants of the political community who are not citizens. For example, in the United States of America, only citizens have the right to vote, serve on juries, and be elected to certain offices of the government, such as Congress. All other rights in the United States Constitution are guaranteed to everyone residing in the country, citizens and noncitizens alike.

The people of a democratic country or nation-state may have various and overlapping identities based on such factors of society as religion, race, ethnicity, social class, and gender. However, the single identity possessed equally by all citizens of the polity, regardless of differences, is civic identity. Held in common by all citizens, civic identity is based on freely given commitment to certain civic principles and values of the democracy. In countries with widespread diversity in religious, racial, and ethnic identities (e.g., the USA, Canada, and Australia), a common and overarching civic identity is the tie that holds citizens together in a single democratic political order.

**Why Citizenship Is an Essential Element of a Democracy.** Citizenship is the social and legal link between individuals and their democratic political community. And the status of citizenship entails very important responsibilities and duties that must be fulfilled; if they are not, democracy is disabled. The duties of responsible citizenship include paying taxes, serving in the country's armed forces when called upon, obeying laws enacted by one's representatives in government, demonstrating commitment and loyalty to the democratic political community and state, constructively criticizing the conditions of political and civic life, and participating to improve the quality of political and civic life. The responsibilities of citizenship also involve action to narrow the gap between ideals and realities. For instance, the highest standards for good government in a constitutional liberal democracy are (1) equal security for the rights of all persons in the polity, and (2) government by consent of the governed. Citizens have the responsibility to recognize and overcome contradictions of ideals concerning equality of rights for all citizens, such as unjust denial to certain persons or groups of their rights to participate in government or to fair treatment in the courts of law (Galston 1995, 48).

If citizens of a democracy would have security for their rights, they must take responsibility for them. First, they must respect the rights of others. Second, they must act to defend their own rights and the rights of others against those who would abuse them. And third, they must exercise their rights in order to make democracy work. The rights to vote, to speak freely on public issues, and to participate in voluntary organizations, for example, have little or no significance in political and civic life unless citizens regularly and effectively use them.

At present, democratic nation-states are the only dependable agencies for enforcement of their citizens' rights and for the exercise of their citizens' responsibilities. "Citizenship is the fundamental institution that connects the individual bearer of rights to the protective agencies of the state. The civic realm of the state provides the main channels through which individuals can participate politically and share in governance" (Klusmeyer 1996, 97).

**How to Teach about Citizenship in a Democracy.** The concept of citizenship is a key to comprehension of what democracy is and how it works. Thus, students involved in education for democracy need to know what citizenship is, how it is acquired or lost in various political systems, what rights, responsibilities, and duties are entailed by it, and how it is connected to the institutions of particular nation-states, especially their own.

But students need to move beyond conceptual understanding to learning experiences that develop participatory skills and civic dispositions for exercising the rights and carrying out the responsibilities and duties of citizenship in a democracy. Three types of participatory skills are interacting, monitoring, and influencing. Interacting pertains to skills of communication and cooperation in political and civic life. Monitoring involves skills needed to track the work of political leaders and institutions of government.

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And influencing refers to skills used to affect outcomes in political and civic life, such as the resolution of public issues. Examples of civic dispositions are such traits of character as civility, sociability, honesty, self-restraint, tolerance, trust, compassion, a sense of duty, a sense of political efficacy, capacity for cooperation, loyalty, courage, respect for the worth and dignity of each person, and concern for the common good (Center for Civic Education 1994; NAEP Civics Consensus Project 1996).

Participatory skills and civic dispositions needed for effective and responsible citizenship in a democracy can be developed through the following kinds of learning experiences (Conrad & Hedin 1991; Niemi & Chapman 1999):

- Student participation in democratically conducted student organizations;
- School-based community service that is connected systematically to the school's curriculum and classroom instruction;
- Cooperative learning activities in which groups of students cooperate to pursue a common goal, such as inquiring about a public issue or responding to a community problem.

A new program that develops participatory skills and civic dispositions of students in the school or local community is *Project Citizen* (Center for Civic Education 1996). Participants in *Project Citizen* cooperate in small groups to identify a significant public issue or problem, conduct research to become informed about it, examine alternative responses put forward to resolve the issue or problem, select an alternative response to the issue as desirable and defend it against interrogators and opponents, and take action with like-minded participants to influence a practical resolution of the issue or problem. Thus, participants in *Project Citizen* learn skills and dispositions that enable them to become constructively engaged in the political and civic life of a democracy. They are on their way to achieving competencies that make democracy work to protect individual rights, to practice government by consent of the governed, and to serve the common good (Tolo 1998).

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Center for Civic Education. NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT. Calabasas, CA: Center for Civic Education, 1994. ED 375 074.

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Conrad, Dan, and Diane Hedin. "School Based Community Service: What We Know From Research and Theory." PHI DELTA KAPPAN 72 (June 1991): 743-749. EJ 426 971.

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Niemi, Richard G., and Chris Chapman. THE CIVIC DEVELOPMENT OF NINTH THROUGH TWELFTH GRADE STUDENTS IN THE UNITED STATES. Washington, DC: U.S. Department of Education, 1999.

Tolo, Kenneth W. AN ASSESSMENT OF WE THE PEOPLE . . . PROJECT CITIZEN: PROMOTING CITIZENSHIP IN CLASSROOMS AND COMMUNITIES. Austin: Lyndon B. Johnson School of Public Affairs at the University of Texas, 1998.


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**This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.**

# Service Learning

## Service Learning: Background

ERIC Number: ED439086
Title: Youth Service-Learning and Community Service among 6th- through 12th-Grade Students in the United States: 1996 and 1999. Statistics in Brief.
Author: Kleiner, Brian; Chapman, Chris
Publication Date: 2000
Pages: 16
Available from: ED Pubs, P.O. Box 1398, Jessup, MD 20794-1244. Tel: 877-433-7827 (Toll Free); For full text: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000028.
EDRS Price: MF01/PC01 Plus Postage.

Abstract: Involving U.S. students in community service activities is one of the objectives established under the third National Education Goal for the year 2000, which seeks to prepare students for responsible citizenship. Trends suggest that the percentage of U.S. high school seniors who participated in community affairs or voluntary work in any given year was relatively stable from the mid-1970's through the early 1990's, and the percentage of students aged 12 through 17 who volunteered in 1995 was similar to the percentage who volunteered in 1991. However, schools appear to have become more interested in promoting community service. In 1984, 27 percent of high schools offered community service opportunities to their students, and by 1999, over 80 percent of public high schools were doing so. Students in grades 11 and 12 were more likely to participate in community service activities than students in grades 6 through 10 for both 1996 and 1999. Females were more likely than males to participate, as were those whose primary language was English. Students in church related private schools were more likely to participate in community service. Parents' highest level of education was positively associated with community service. (Contains 14 references and 3 tables.) (LB)

Descriptors: Citizenship Education; *Community Services; *Educational Assessment; Educational Research; Evaluation Methods; Intermediate Grades; National Surveys; Secondary Education; *Service Learning; Student Evaluation; Tests
Identifiers: *National Assessment of Educational Progress

ERIC Number: EJ602711
Title: Service-Learning and Community Service in K-12 Public Schools.
Author: Skinner, Rebecca; Chapman, Chris
Publication Date: 1999
Source: Education Statistics Quarterly; v1 n4 p51-59 Win 1999

Abstract: Provides the first reliable national U. S. estimates of the percentage of public schools incorporating service-learning into their course curriculum. Also provides the most recent data on school engagement in community service. Sixty-four percent of all public schools and students participate in community service activities. (Author/SLD)

Descriptors: *Community Services; Elementary Secondary Education; *Participation; Public Schools; *School Community Relationship; *Service Learning
ISSN: ISSN-1521-3374
Note: Originally published as a Statistics in Brief report. For the entire "Education Statistics Quarterly" volume, see TM 030

302.

ERIC Number: ED435815
Title: Service-Learning and Community Service in K-12 Public Schools. Statistics in Brief.
Author(s) Skinner, Rebecca; Chapman, Chris
Pages: 19
Publication Date: November 1999
EDRS Price: MF01/PC01 Plus Postage.

Abstract: The National Student Service-Learning and Community Service Survey was conducted in spring 1999 to determine the percentage of public K-12 schools that incorporate service learning into their course curriculum. Some of the findings of the study are the following: (1) 64 percent of public schools, including 83 percent of high schools, had students participating in community service activities recognized by or arranged through the school; (2) 57 percent of public schools organized community service activities for their students; (3) 32 percent organized service learning as part of their curriculum, including almost half of high schools; (4) schools with service learning tended to have grade-wide service learning, service learning in individual courses, or discipline-wide service learning; (5) 83 percent of schools with service learning offered some type of support to teachers interested in integrated service learning into the curriculum, with most providing support for service-learning training; and (6) most schools with service learning cited strengthening relationships among students, the school, and the community as key reasons for practicing service learning. (KC)

Descriptors: Educational Philosophy; Educational Practices; Elementary Secondary Education; Integrated Curriculum; *Public Schools; *School Community Programs; *Service Learning; *Student Participation
Identifiers: *Community Service

ERIC Number: EJ594172
Title: Novice Teachers' Experiences of Community Service-Learning.
Author(s): Wade, Rahima C.; Anderson, Jeffrey B.; Yarbrough, Donald B.; Pickeral, Terry; Erickson, Joseph B.; Kromer, Thomas
Source: Teaching and Teacher Education, v15 n6 p667-84 Aug 1999
Publication Date: 1999
ISSN: 0742-051X

Abstract: Examined beginning teachers' experiences with community-service learning. Survey and interview data indicated that while teachers' experiences varied widely, most had positive experiences during teacher education and were strongly committed to it in the future. Approximately 30% were implementing service learning despite being busy and unsupported. Specific preparation features and school characteristics influenced their implementation of service learning. (SM)

Descriptors: *Beginning Teachers; Citizenship Education; *Community Services; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Public Service; *Service Learning; Student Teaching; Student Volunteers; Teacher Attitudes

ERIC Number: ED415154
Title: Engendering Civic Identity through Community Service.
Author(s) Yates, Miranda; Youniss, James
Pages: 12
Publication Date: April 1997
Notes: Paper presented at the Biennial Meeting of the Society for Research on Child

Development (Washington, DC, April 3-6, 1997).
EDRS Price: MF01/PC01 Plus Postage.

Abstract: This paper outlines a theoretical approach to understanding how youth community service participation can stimulate identity development and encourage civic investment. The study elucidates the developmental processes through which individuals become invested in civic activities and the activities in which youth are involved. The paper explains developmental continuity in civic participation from adolescence to adulthood and then illustrates this approach using data from a case study of participants in a school-based service program. Findings are presented from a 1993-1994 juniors' essays on service and from the alumni surveys and essays. Presenting participants' reflections as they go through the program and 3-, 5-, and 10-years later, the study shows how service experience can stimulate reflections on self in relation to society and can foster a sense of agency and responsibility. (Contains 19 references.) (EH)

Descriptors: Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; *Citizenship Responsibility; *Civics; Elementary Secondary Education; *School Community Relationship; *Service Learning; *Social Responsibility; Social Studies

ERIC Number: ED417107
Title: Community Service-Learning: A Guide to Including Service in the Public School Curriculum.
Author(s) Wade, Rahima C., Ed.
Pages: 379
Publication Date: 1997
ISBN: 0-7914-3184-3
Document Not Available from EDRS.
Available from: State University of New York Press, State University Plaza, Albany, NY 12246
(Hardcover: ISBN-0-7914-3183-5; Paperback: ISBN-0-7914-3184-3).

Abstract: This book provides a comprehensive guide to help educators in K-12 service learning programs. Each of the book's four parts provides a different scope and purpose. Part 1, "Community Service-Learning," addresses the components of quality service learning programs and includes the chapters (all written by Rahima C. Wade) : (1) "Community Service-Learning: An Overview"; (2) "Preparation"; (3) "Collaboration"; (4) "Service"; (5) "Curriculum Integration"; (6) "Reflection"; and (7) "Building Support for Service Learning." Part 2, "Service Learning in Schools," introduces diverse models of service learning programs at the elementary, middle, and high school levels and contains chapters: (1) "Service Learning in a Democratic Society: Essential Practices for K-12 Programs" (Richard M. Battistoni); (2) "Elementary School Programs" (Carol Kinsley); (3) "Middle School Programs" (Felicia George); (4) "High School Programs" (Don Hill; Denise Clark Pope); (5) "Teachers of Service Learning" (Susan E. Seigel). Part 3, "Voices from the Field," allows students, agency members, and administrators to tell their own stories of service learning involvement through chapters: (1) "Classroom Teacher" (Donna Boynton); (2) "Student" (Tracy Thomas); (3) "Administrator" (Carolyn S. Anderson; Judith T. Witmer); (4) "School Program Coordinator" (Winifred Evers Pardo); (5) "Staff Developer" (James Toole; Pamela Toole); (6) "Community Agency Member" (David Kelly-Hedrick); (7) "Parent" (John G. Shepard); and (8) "Statewide Service Learning Coordinator" (Cynthia Parsons). Part 4, "The Future of Service Learning," asks readers to consider the future of

service-learning in public schooling with: (1) "Challenges to Effective Practice" (Rahima C. Wade); (2) "Service Learning in Preservice Teacher Education" (Rahima C. Wade); and (3) "Service Learning in a Democratic Society: Conclusion." Appendixes contain: "Resources for K-12'; "Community Service-Learning Programs"; "Community Service-Learning Resource Kits"; and "References." (EH)

Descriptors: Citizenship Education; Community Services; Elementary Secondary Education; *Public Schools; Public Service; *School Community Relationship; *Service Learning; Student Participation; *Student Volunteers

ERIC Number: ED411447
Title: Service Learning. Ninety-Sixth Yearbook of the National Society for the Study of Education. Part I.
Author(s) Schine, Joan, Ed.
Pages: 208
Publication Date: 1997
ISBN: 0-226-73838-8
ISSN: 0077-5762
Document Not Available from EDRS.
Available from: University of Chicago Press, Order Dept., 11030 South Langley Avenue,
Chicago, IL 60628; phone: 800/621-2736; fax: 800/621-8476; http://www.press.uchicago.edu ($24).

Abstract: This yearbook contains 14 essays that address a wide variety of issues that educators, policymakers, and others involved in education are exploring in order to expand the understanding of the burgeoning field of service learning. The following papers are included: "Youth Participation: Integrating Youth into Communities" (Peter Kleinbard); "An International Perspective on Service-Learning" (Donald J. Eberly); "Service Learning; A Theoretical Model" (Barry G. Sheckley, Morris T. Keeton); "Research and Evaluation in Service Learning: What Do We Need to Know?" (Richard K. Lipka); "Service Learning in Curriculum Reform" (Gene R. Carter); "Service Learning in the Comer School Development Program" (Norris M. Haynes, James P. Comer); "Service Learning in the Classroom: Practical Issues" (Winifred Pardo); "Service-Learning in Higher Education" (Allen J. Wutzdorff, Dwight E. Giles, Jr.); "Service Learning in Teacher Preparation" (Peter C. Scales, Donna J. Koppelman); "Encouraging Cultural Competence in Service Learning Practice" (Janie Victoria Ward); "Service Learning and Improved Academic Achievement: The National Scene" (Madeleine M. Kunin); "The Role of the State" (George A. Antonelli, Richard L. Thompson); "Service Learning as a Vehicle for Youth Development" (Shepherd Zeldin, Suzanne Tarlov); and "Looking Ahead: Issues and Challenges" (Joan Schine). The book also contains questions for further study, a list of 11 resources in service learning, name and subject indexes, information about membership in the National Society for the Study of Education, and a list of publications of the society. (KC)
Descriptors: Community Programs; Higher Education; Program Development; Program Implementation; *Public Service; Secondary Education; *Service Learning; *Student Volunteers; Teacher Education; *Youth Opportunities; Youth Problems; Youth Programs Identifiers: *Youth Community Service

ERIC Number: ED411446
Title: Community Service and Social Responsibility in Youth.
Author(s) Youniss, James; Yates, Miranda
Pages: 185
Publication Date: 1997

ISBN: 0-226-96483-3
Document Not Available from EDRS.
Available from: University of Chicago Press, Order Dept., 11030 South Langley Avenue, Chicago, IL 60628; phone: 800/621-2736; fax: 800/621-8476; http://www.press.uchicago.edu ($12.95 paperback, ISBN-0-226-96483-3; $32 hardcover, ISBN-0-226-96482-5).

Abstract: This book presents a theoretical rationale for youth involvement in community service. Its thesis is that youth participation in solving social problems has the potential to promote the development of personal and collective identity. Through community service, youth can acquire a sense that they can make a difference and a concern for society's welfare. The book is based on a qualitative study of the 1993-94 junior class of a Catholic high school in Washington, D.C. with a predominantly African-American student body. The researchers followed these students as they progressed through a required course on social justice in which service at a soup kitchen was a mandatory ane essential part. The book reports the results of the study, especially through anecdotes of discussions with the students and excerpts from their essays. The study demonstrates the following: volunteer work can be a key building block of self-development in youth; the youth learned much about homelessness and society and the political processes involved; and they changed their values and became more mature and caring people. The book contains 140 references. (KC)

Descriptors: Catholic Schools; Community Programs; Educational Philosophy; Educational Practices; High School Students; High Schools; *Homeless People; *Outcomes of Education; Poverty; *Public Service; *Service Learning; *Student Volunteers; *Youth Opportunities; Youth Problems; Youth Programs
Identifiers: *Youth Community Service

ERIC Number: EJ554736
Title: School-Based Service: Reconnecting Schools, Communities, and Youth at the Margin.
Author(s) Schine, Joan
Source: Theory into Practice, v36 n3 p170-75 Sum 1997
Publication Date: 1997
Notes: Theme issue title: "Community Service Learning."
ISSN: 0040-5841

Abstract: Service learning addresses many developmental needs of early adolescents that may be neglected in academic curricula, a particularly urgent need for inner city youth. This paper describes the urban National Helper's Network, noting ways that service learning empowers both the servers and the served, who are both in need. (SM)

Descriptors: Citizenship Education; Community Services; *Developmental Stages; *Early Adolescents; High Risk Students; Inner City; Intermediate Grades; Junior High School Students; Junior High Schools; Middle Schools; Program Design; *School Community Programs; *Service Learning; *Student Participation; *Urban Schools

ERIC Number: EJ554735
Title: Service Learning as Civic Participation.
Author(s) Clark, Todd; Croddy, Marshall; Hayes, William; Philips, Susan
Source: Theory into Practice, v36 n3 p164-69 Sum 1997
Publication Date: 1997
Notes: Theme issue title: "Community Service Learning."

ISSN: 0040-5841

Abstract: The Constitutional Rights Foundation works to determine how service learning can best educate youth for active citizenship. This article traces the evolution of the group's thinking about service learning and citizenship education, and describes their civic participation framework, programs, and program components. (SM)

Descriptors: *Citizenship Education; *Citizenship Responsibility; Civics; *Curriculum Design; *Democratic Values; Public Education; School Community Programs; Secondary Education; Secondary School Students; *Service Learning; Student Participation
Identifiers: *Constitutional Rights Foundation

ERIC Number: EJ554733
Title: Service Learning and Democratic Citizenship.
Author(s) Battistoni, Richard M.
Source: Theory into Practice, v36 n3 p150-56 Sum 1997
Publication Date: 1997
Notes: Theme issue title: "Community Service Learning."
ISSN: 0040-5841

Abstract: The content, skills, pedagogy, and structure that should guide the design of service learning curricula for citizenship education are examined. For service learning to teach youth about their responsibilities as citizens in a democratic society, content and strategies must model and support democratic principles. (SM)

Descriptors: *Citizenship Education; Citizenship Responsibility; Civics; *Curriculum Development; *Democratic Values; Diversity (Student); Public Education; School Community Programs; Secondary Education; Secondary School Students; *Service Learning; *Student Participation; Teacher Role; Teaching Methods

ERIC Number: EJ554731
Title: Service Learning in Civic Education: A Concept with Long, Sturdy Roots.
Author(s) Hepburn, Mary A.
Source: Theory into Practice, v36 n3 p136-42 Sum 1997
Publication Date: 1997
Notes: Theme issue title: "Community Service Learning."
ISSN: 0040-5841

Abstract: Service learning in civic education combines in-school learning and out-of-school work to enhance democratic education and assist the community. This paper examines the evolution of service learning through several decades of scholarship in the genre of civic education, citing examples of past notable projects that have linked academic study with the community. (SM)

Descriptors: *Citizenship Education; Citizenship Responsibility; *Civics; Public Education; School Community Programs; Secondary Education; Secondary School Students; *Service Learning; Student Participation

ERIC Number: EJ554711
Title: Community Service Learning and the Social Studies Curriculum: Challenges to Effective Practice.
Author(s) Wade, Rahima C.
Source: Social Studies, v88 n5 p197-202 Sep-Oct 1997
Publication Date: 1997
ISSN: 0037-7996

Abstract: Discusses some of the cultural and logistical challenges faced by service learning projects. Theses challenges include a predisposition toward individualism over collective action, lack of time and emphasis on traditional learning. Provides strategies and approaches for overcoming these challenges. Includes a sample questionnaire for parents and educators. (MJP)

Descriptors: Citizenship Education; Educational Benefits; Educational Objectives; Educational Responsibility; Elementary Secondary Education; Negative Attitudes;
Outcomes of Education; Program Implementation; Public Service; *School Community
Relationship; *Service Learning; *Social Studies; *Student Participation

Abstract: EJ551970
Title: What Research Tells Us about Designing Service Learning Programs.
Author(s) Shumer, Robert
Source: NASSP Bulletin, v81 n591 p18-24 Oct 1997
Publication Date: 1997
ISSN: 0192-6365

Abstract: Discusses research-based guidelines for designing effective service-learning programs. Success requires establishing clear goals, projecting desired outcomes, involving staff who support experiential learning, engaging administrators who support flexibility and staff development, involving community partners in planning, incorporating evaluation strategies, creating strong collaborative efforts, ensuring meaningful projects with sufficient duration and intensity, and including reflective activities. (22 references) (MLH)

Descriptors: *Community Involvement; *Educational Objectives; Elementary Secondary Education; Guidelines; *Program Design; *Service Learning; *Student Participation
Identifiers: *Voluntary Participation

ERIC Number: EJ548161
Title: Four Perspectives on Service Learning and Citizenship Education.
Author(s) Barber, Benjamin R.; And Others
Source: Social Studies Review, v36 n2 p7-9 Spr-Sum 1997
Publication Date: 1997
ISSN: 1056-6325

Abstract: Presents four brief essays expressing the importance of combining service learning and citizenship education. Authors Benjamin Barber, Joan Schine, Harry C. Boyte, and James C. Kielsmeier stress the advantages of learning democratic concepts and principles, as well as understanding civic government, through student participation. (MJP)

Descriptors: Citizen Role; *Citizenship Education; Citizenship Responsibility;
Civics; Elementary Secondary Education; *Experiential Learning; Local Issues;
Public Service; School Community Programs; *School Community Relationship;
*Service Learning; Social Action; Social Responsibility; Social Studies; *Student Participation

ERIC Number: EJ548253
Title: Community Service-Learning in the Social Studies: Historical Roots,
Empirical Evidence, Critical Issues.
Author(s) Wade, Rahima C.; Saxe, David Warren
Source: Theory and Research in Social Education, v24 n4 p331-59 Fall 1996

Publication Date: 1996
ISSN: 0093-3104

Abstract: Maintains that community service-learning, the integration of service with academic skills and content, can positively enhance students' future involvement in the social and political life of their communities. Discusses the historical roots of service in social studies education and analyzes the empirical evidence on student outcomes. (MJP)

Descriptors: *Citizenship Education; *Democratic Values; Educational Improvement; Elementary Secondary Education; Experiential Learning; Learning Theories; *Outcomes of Education; *Progressive Education; Public Service; School Community Programs; *School Community Relationship; *Service Learning; Social Responsibility; Social Studies; Student Improvement

ERIC Number: EJ522433
Title: What We Know about Service Learning.
Author(s) Shumer, Robert; Belbas, Brad
Source: Education and Urban Society, v28 n2 p208-23 Feb 1996
Publication Date: 1996
Notes: Theme issue topic: "Learning by Serving and Doing."
ISSN: 0013-1245

Abstract: Highlights the body of available service-learning knowledge in the United States as found via a literature review of the National Clearinghouse for Service-Learning. The authors show that, while urban, suburban, and rural programs are often similar, urban programs focus more on disadvantaged youth and at-risk students and deal more with literacy training activities. (GR)

Descriptors: At Risk Persons; Clearinghouses; *Community Services; Databases; Economically Disadvantaged; Experiential Learning; Information Centers; *Literature Reviews; Rural Areas; *Service Learning; Student Improvement; Subject Index Terms; Suburbs; Urban Areas
Identifiers: Information Analysis; Information Studies; *National Clearinghouse for Service Learning; Service Providers; Volunteerism

ERIC Number: EJ510829
Title: Developing Active Citizens: Community Service Learning in Social Studies Teacher Education.
Author(s) Wade, Rahima C.
Source: Social Studies, v86 n3 p122-28 May-Jun 1995
Publication Date: 1995
ISSN: 0037-7996

Abstract: Asserts that social studies teacher educators can develop future teachers' commitment to student service learning. Describes and reports on a study of a community service-learning program for elementary preservice social studies teachers. (CFR)

Descriptors: *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Course Descriptions; *Curriculum Design; Elementary Education; Higher Education; *Preservice Teacher Education; Social Responsibility; *Social Studies; *Student Participation; Student Projects; Teaching Methods
Identifiers: Community Service; *University of Iowa

ERIC Number: EJ499690
Title: Service Learning, Diversity, and the Liberal Arts Curriculum.
Author(s) Battistoni, Richard
Source: Liberal Education, v81 n1 p30-35 Win 1995
Publication Date: 1995
ISSN: 0024-1822

Abstract: A faculty member's experiences with service learning programs at Rutgers University (New Jersey) and Providence College (Rhode Island) illustrate how college student involvement in community service causes them to consider their membership in diverse communities and develop critical thinking skills. Service learning is felt to connect issues of diversity and democracy within a liberal arts framework. (MSE)

Descriptors: *College Curriculum; College Students; *Community Services; Critical Thinking; *Cultural Pluralism; Higher Education; *Liberal Arts; Skill Development; *Student Participation; Student Projects; Thinking Skills
Identifiers: Diversity (Student); Providence College RI; Rutgers the State University NJ; *Service Learning

ERIC Number: EJ552417
Title: A Proposal for Mandatory Citizen Education and Community Service.
Author(s) Barber, Benjamin R.
Source: Michigan Journal of Community Service Learning, v1 n1 p86-93 Fall 1994
Publication Date: 1994
ISSN: 1076-0180

Abstract: Discusses rejuvenation of the campus community service movement and its potential to explore the meaning of citizenship in a democracy. Argues that civic education should be an integral part of a liberal education and that community service can help prepare students for citizenship. A Rutgers University (New Jersey) program illustrates how service and citizen education can be linked effectively. (Author/MSE)

Descriptors: Citizen Role; *Citizenship Education; *College Curriculum; College Environment; Curriculum Design; Democratic Values; Higher Education; *Liberal Arts; Organizational Climate; *School Community Relationship; *Service Learning
Identifiers: Rutgers the State University NJ

ERIC Number: EJ459350
Title: National Youth Service: A Developing Institution.
Author(s) Eberly, Donald J.
Source: NASSP Bulletin, v77 n550 p50-57 Feb 1993
Publication Date: 1993
ISSN: 0192-6365

Abstract: Since the NASSP initiatives of the 1970s, service learning activities have prospered in many schools, and mandatory community service has either been adopted or is being considered by many state and local school systems. With passage of the National and Community Service Act (1990), both service learning and full-time stipended youth service are national policy. (MLH)

Descriptors: *Administrator Responsibility; *Citizenship Education; *Educational History; High Schools; *Student Participation
Identifiers: Community Service; National Policy; *National Service; *Service Learning

ERIC Number: ED360202
Title: National Youth Service: A Global Perspective.
Author(s) Eberly, Donald J., Ed.

Pages: 54
Publication Date: 1992
Notes: Materials are the advance papers and summaries of the discussions held at a global conference on national service (Racine, WI, June 18-21, 1992).
EDRS Price: MF01/PC03 Plus Postage.
Available from: National Service Secretariat, 5140 Sherier Place, N.W., Washington, DC 20016 ($3).

Abstract: This report summarizes the national service programs and proposals discussed at the first global conference on national service held in June of 1992. Current programs include those in France and Germany where civilian service may be performed as an alternative to mandatory military service. In Nigeria university graduates perform a year of civilian service after completion of their education, while in Botswana, national service comes before attendance at a university. In Costa Rica all university students perform community service through a university program. A proposed system of national service in India would require service from government employees and college students as two groups who benefit the most from the country's resources. The goals of the conference were for those attending to become acquainted, to learn about programs in other countries, and to plan ways to stay in touch in the future. In reality, the participants were able to identify areas of general agreement and areas of difference in youth service. Several conferees presented evidence of outcomes of national service that benefited those who are served, those who serve, and society at large. Questions of responsibility for national service, the basic concept of service, and future research needs were addressed. The participants of the conference recommended international exchange and sharing of ideas and experiences as well as working together toward the development of a global youth service program that takes account of the need to implement sustainable development strategies. (DK)

Descriptors: *Citizen Participation; Community Programs; Foreign Countries; Higher Education; *Public Service; *Student Volunteers; Youth; *Youth Employment; Youth Opportunities; *Youth Programs
Identifiers: Botswana; Canada; Costa Rica; France; Germany; Great Britain; National Service; Nigeria; Trinidad and Tobago; Zimbabwe

ERIC Number: ED337855
Title: National Youth Service: A Democratic Institution for the 21st Century. Proceedings of a National Service Secretariat Conference (Wisconsin, July 19-21, 1991).
Author(s) Eberly, Donald J., Ed.
Pages: 65
Publication Date: 1991
Notes: This booklet can usefully be read in tandem with the National Service Secretariat publication: "National Service An Action Agenda for the 1990s," 1988.
EDRS Price: MF01/PC03 Plus Postage.
Available from: National Service Secretariat, 5140 Sherier Place, N.W., Washington, DC 20016-3322 ($2.00; quantity discounts).

Abstract: Proceedings from a conference to explore issues in moving toward a new institution for national youth service are presented in this booklet. Chapter 1 presents a historical overview of youth participation in the United States, focusing on trends in the labor market, schooling, incarceration, and social problems. The assertion is made that due to population and technological influences on labor supply and demand,

schools no longer effectively socialize or control youth. Therefore, the development of alternative institutions, such as a diverse and voluntary national youth service, must be considered. Chapter 2 defines a national youth service as the manifestation of mutual responsibility between the nation and its young people and describes new roles and responsibilities for formal education, citizenship, the public and private sectors, and volunteerism. Responses to the papers presented in the first two chapters are offered in the third chapter, which reviews changes in youth service since 1988, establishes essential aspects of national youth service, and discusses ways to increase public involvement. A unanimous conclusion is that youth service is needed as a democratic, nationwide institution. References accompany each chapter. Appendices include a list of conference participants and a bibliographical essay. (LMI)

Descriptors: Community Services; Elementary Secondary Education; Labor Needs; Labor Utilization; *National Programs; *Student Volunteers; *Youth Employment; *Youth Opportunities; *Youth Programs
Identifiers: *National Service Secretariat

ERIC Number: EJ426976
Title: Community Service and Civic Education.
Author(s) Boyte, Harry C.
Source: Phi Delta Kappan, v72 n10 p765-67 Jun 1991
Publication Date: 1991
ISSN: 0031-7217

Abstract: Community service, widely touted as the cure for youngsters' political apathy, teaches little about the art of participating in public life. The service language of "caring and community" provides no antidote for today's youthful cynicism about politics, because it fails to reveal the public world extending beyond personal lives and local communities. (seven references) (MLH)

Descriptors: *Apathy; *Citizenship Education; *Democratic Values; Elementary Secondary Education; Social Problems; *Student Participation; *Youth Programs
Identifiers: *National Service; *Political Education

## Service Learning: Teaching Materials

ERIC Number: ED436449
Title: Service Learning in the Middle School Curriculum: Staff Development Handbook.
Author(s) Schukar, Ron; Singleton, Laurel R.
Pages: 169
Publication Date: 1999
ISBN: 0-89994-396-9
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Social Science Education Consortium, P.O. Box 21270, Boulder, CO, 80308-4270. Tel: 303-492-8154.

Abstract: This staff development handbook is intended to help teachers and other professionals prepare, design, and lead staff development programs for middle school educators interested in augmenting their curriculums with service. Designed to be used as a comprehensive guide to planning and delivering staff development training, the book suggests a thorough outline and numerous training strategies for planning and conducting service learning training at the middle school level. The book is written for teachers who desire to introduce and train colleagues in the service learning methodology. The book assumes that the



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would-be trainers have:(1) experience in planning and developing curriculum-based service projects in their own classrooms and schools and (2) little or no experience in creating and conducting staff development training. Based on these two assumptions, the book does not provide extensive background "on" service learning but rather focuses on preparing, designing, and leading staff development training "in" service learning. (LB)

Descriptors: Citizenship Education; Civics; *Middle Schools; *Service Learning; Social Studies; *Training Methods

ERIC Number: EJ593768
Title: Academic {Activities}: Looking for Symbols in the Built Landscape; What Is Service?
Author(s) Charney, Len; Sims, Cheryl
Source: Zip Lines: The Voice for Adventure Education, n39 p51-56 Sum 1999
Publication Date: 1999
Notes: Theme issue title: "Activities Expanded."

Abstract: Describes two experiential, academic activities for middle and high school students. Includes target group, group size, time and space requirements, activity level, props/preparation, and instructions. The activities enable students to identify the symbolic value of community places and architecture or raise student awareness about the complexities of defining service. (SV)

Descriptors: *Built Environment; Cognitive Development; *Experiential Learning; High School Students; High Schools; Middle School Students; Middle Schools; *Service Learning; *Symbolism
Identifiers: *Environmental Awareness; Place Based Education

ERIC Number: ED430134
Title: Off Their Rockers into Service. Connecting the Generations through Service Learning. Linking Learning with Life.
Author(s) Brandes, Beverly; Green, Rebecca
Pages: 39
Publication Date: 1999
Notes: For related documents, see CE 078 654-667. Illustrations may not reproduce clearly.
EDRS Price: MF01/PC02 Plus Postage.
Available from: National Dropout Prevention Center, College of Health, Education, and Human Development, Clemson University, 209 Martin Street, Clemson, SC 29634-0726; Tel: 864-656-2599; Web site: http://www.dropoutprevention.org/ ($6).

Abstract: This booklet, which is intended for educators interested in establishing service learning programs, examines the benefits, development, and operation of intergenerational service learning programs. Discussed are the benefits of intergenerational programs in view of recent changes in family life and society as a whole. Three types of intergenerational programs are described: young people serving older adults; older adults serving young people (as mentors, caregivers, and volunteers); and older adults and youths working together. Fifteen best practice characteristics of intergenerational programs are listed. The following aspects of implementing intergenerational service learning programs are examined: recruitment of senior adult volunteers (recruitment strategies, places to find adult volunteers, concerns of senior adult volunteers); liability issues (risk management procedures, the importance of screening volunteers, other liability reduction strategies); orientation and training (strategies for training senior adults and youths separately and together, attributes of older

adult learners, building intergenerational understanding); program implementation (assessing needs for service, engaging community partners, helping the generations reflect together); seven successful intergenerational service learning projects; possibilities for classroom learning (social studies, language arts, mathematics, physical education, technology education); and program evaluation. Concluding the booklet are the addresses of eight organizations with information on service learning and intergenerational programs. (MN)

Descriptors: Adult Learning; *Citizenship Education; Classroom Techniques; Educational Practices; *Intergenerational Programs; Legal Responsibility; *Older Adults; Orientation; Program Development; Recruitment; School Community Relationship; Secondary Education; *Service Learning; Training Methods; Volunteer Training; *Volunteers

ERIC Number: ED437339
Title: Active Citizenship: Empowering America's Youth. Social Studies Curriculum for Grades 7-12.
Author(s) Minkler, John
Pages: 147
Publication Date: 1998
EDRS Price: MF01/PC06 Plus Postage.
Available from: The Center for Multicultural Cooperation, P.O. Box 1385, Coarsegold, CA 93614 ($38; $4.95 shipping and handling). Web site: <http://www.active.citizenship.org>.

Abstract: This document is a guide for teachers to integrate civic values and service learning into their social studies classes. The curriculum includes 17 ready-to-use lessons that can be adapted to United States history, government, or civics classes. A vital part of the unit is a group project in which students identify a real political problem, research related issues, and propose a solution. Students will be challenged to apply national civic values to the process of resolving these issues. The course presents a political problem-solving model, along with a research guide and a lesson on creative problem solving. The course is divided into the following parts: (1) "Political Problem Solving" (The Pledge and the Contract; Political Problem Solving; Research Methods; Creative Problem Solving); (2) "U.S. Civic Values" (U.S. Civic Values; Great Seal of the U.S.; Religious Freedom); (3) "Dialogue and Conflict Resolution" (Dialogue; E Pluribus Unum); (4) "Current Political Problems" (Youth Violence; Racial Labels; Hate Crimes; Gender Equity; Economy vs. Ecology); and (5) "The Challenge of Citizenship" (Democracy and School; Reality or Illusion; Wake Up, America!). Appendix A contains Teacher Strategies; Dialogue, Cooperative Learning, and Service Learning; Appendix B contains a glossary; Appendix C contains resources; books, curriculum, and Web sites; and Appendix D contains Youth Citizenship Awards Program information. (BT)

Descriptors: *Citizenship; *Citizenship Education; Conflict Resolution; Empowerment; *Political Issues; Secondary Education; *Service Learning; Social Studies; Student Research
Identifiers: *Civic Values; Dialogic Communication

ERIC Number: EJ548166
Title: Service Learning is also Elementary!
Source: Social Studies Review, v36 n2 p30 Spr-Sum 1997
Publication Date: 1997
ISSN: 1056-6325

Abstract: Presents 10 ideas for service

learning projects designed for elementary schools. Includes having students do local history projects complete with interviews and artifacts, learn about community volunteering, interact with the elderly, care for the environment, recycle materials, and hold canned food drives. (MJP)

Descriptors: *Citizenship Education; Citizenship Responsibility; Elementary Education; *Experiential Learning; Learning Activities; Local Issues; Public Service; *School Community Programs; *Service Learning; *Social Studies; Student Participation; Student Projects; Teaching Methods
Identifiers: *Volunteerism

ERIC Number: EJ548164
Title: Lessons Based on a Service-Learning Framework.
Source: Social Studies Review, v36 n2 p15-25 Spr-Sum 1997
Publication Date: 1997
ISSN: 1056-6325

Abstract: Presents six service learning lesson plans from the Constitutional Rights Foundation. Each lesson plan represents a step in a larger service project. The plans include "Defining and Assessing Your Community"; "Choosing and Researching a Problem"; "Examining Policy"; "Exploring Options"; and "Taking Action." Includes instructional materials and handouts. (MJP)

Descriptors: *Citizenship Education; Citizenship Responsibility; Civics; *Community Characteristics; Elementary Secondary Education; *Experiential Learning; Local Issues; Public Service; School Community Programs; *Service Learning; Social Action; Social Studies; Student Participation; *Student Research
Identifiers: *Constitutional Rights Foundation

ERIC Number: EJ538161
Title: Service Learning: Making a Difference in the Community.
Author(s) McPherson, Kate
Source: Schools in the Middle, v6 n3 p9-15 Jan-Feb 1997
Publication Date: 1997
ISSN: 0276-4482

Abstract: Describes six community-based service-learning projects that are available to students as an alternative learning environment. Presents goals of service learning, including academic development, civic responsibility, personal development, social responsibility, career development, and ethical development. Discusses research indicating that participation has positive effects on student's personal development, and offers suggestions for service activities and for maximizing the potential for service learning. (SD)

Descriptors: Academic Achievement; Career Development; Citizenship Responsibility; *Community Services; Cooperative Learning; Educational Strategies; Elementary Education; Ethics; *Experiential Learning; Individual Development; *Learning Strategies; Middle Schools; *Public Service; *School Community Programs; School Community Relationship; *Service Learning; Social Responsibility; Student Development
Identifiers: Community Service; *Middle School Students; Youth Community Service

ERIC Number: ED434856
Title: Service Learning Teacher Training Manual. A Guide for Trainers To Help Teachers Use Service Learning within the Curriculum.

Author(s) Richardson, Scott
Pages: 105
Publication Date: 1996
EDRS Price: MF01/PC05 Plus Postage.

Abstract: Designed for teachers who view service learning as a teaching strategy to improve instruction, this guide assumes that participants in the training are teachers who will use service learning to help their students achieve the objectives of the school curriculum. Some of the training sessions, such as reflection and defining service learning, may be useful for non-school-based programs as well. Most of the guide, however, is shaped by the belief that service learning is "good education." Service learning is as an experiential teaching strategy with an ultimate aim of promoting student understanding of established content, concepts, and skills. Intended to help teachers add service learning to their repertoire of instructional methods, the guide outlines 10 training sessions emphasizing curricular relevance, cognitive reflection, and experiential pedagogy. Following a brief introduction, the 10 sessions are entitled: (1) "Defining Service Learning"; (2) "Curriculum Infusion"; (3) "Reflection"; (4) "Experiential Education and Active Learning"; (5) "Student Involvement"; (6) "Community Involvement"; (7) "Assessment"; (8) "Citizenship Competencies and Service Learning"; (9) "Policy"; and (10) "Project Evaluation." Planning sheets also are provided. The guide models active learning strategies throughout each session. The design encourages teachers to talk among themselves in various group settings, to develop assessment criteria, to trade ideas and experiences, and to use new information in concrete ways. (Each session contains references.) (BT)

Descriptors: *Active Learning; Citizenship Education; Instructional Improvement; Middle Schools; *Professional Development; Relevance (Education); Secondary Education; *Service Learning; Social Studies; *Student Participation; *Teacher Role
Identifiers: Reflective Practice

ERIC Number: ED410148
Title: Serving To Learn. K-8 Manual.
Author(s) Gibson, Kathy; And Others
Pages: 203
Publication Date: 1994
Notes: For the high school manual, see SO 027 545; for the adult education manual, see SO 027 546.
EDRS Price: MF01/PC09 Plus Postage.

Abstract: This manual contains ideas for integrating service learning into various disciplines for grades K-8. The integration of activities can add real-life experiences to the academic curriculum and help create the capacity for students to improve their school and community. The three types of service activities include: (1) direct activities that require personal contact with people in need; (2) indirect activities, commonly implemented in schools, involving channeling resources to the problem rather than working directly with the individual in need; and (3) advocacy activities that require students to lend their voices and their talents to help eliminate the causes of a specific problem. The four stages in a well-organized service learning lesson plan are preparation, service, reflection, and celebration. The manual is divided into sections for elementary and middle school, as well as for content areas within the curriculum (art, health, language arts, mathematics, physical education, science, and social studies). Another section addresses service learning in electives. Contains 72 references and an appendix. (EH)

Descriptors: *Community Services; Elementary Education; Language Arts; Mathematics; Public Service; School Community Programs; *School Community Relationship; Sciences; *Service Learning; *Social Studies; State Curriculum Guides; State Departments of Education; State Programs; State Standards; Student Participation
Identifiers: South Carolina

ERIC Number: ED410146
Title: Serving To Learn. High School Manual.
Author(s) Gibson, Kathy; And Others
Pages: 158
Publication Date: 1994
Notes: For the adult education manual, see SO 027 546; for the K-8 manual, see SO 027 553.
EDRS Price: MF01/PC07 Plus Postage.
Available from: South Carolina Department of Education, Office of Community Education, 1429 Senate St., Room 906, Columbia, SC 29201, telephone: 803-734-8451.

Abstract: This manual provides examples of how service learning can be integrated into the curriculum of the high school. The integration of activities can add real-life experiences to the academic curriculum and help create the capacity for students to improve their school and community. The three types of service activities include: (1) direct activities that require personal contact with people in need; (2) indirect activities, commonly implemented in schools, involving channeling resources to the problem rather than working directly with the individual in need; and (3) advocacy activities that require students to lend their voices and their talents to help eliminate the causes of a specific problem. The four stages in a well-organized service learning lesson plan are preparation, service, reflection, and celebration. The manual is divided into sections for the content areas within the curriculum (language arts, mathematics, physical education, science, and social studies). Another section addresses service learning in electives. Contains 72 references and an appendix. (EH)

Descriptors: *Community Services; High Schools; Language Arts; Mathematics; Public Service; School Community Programs; *School Community Relationship; Sciences; *Service Learning; Social Studies; State Curriculum Guides; State Programs; State Standards; Student Participation
Identifiers: *South Carolina

ERIC Number: ED408218
Title: Active Citizenship Today: Handbook for High School Teachers.
Author(s) Zack, David; And Others
Pages: 145
Publication Date: 1994
Notes: Funded by the DeWitt Wallace-Reader's Digest Fund.
ISBN: 0-932765-59-9
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314; telephone: (703) 706-3640 ($17.95 plus shipping and handling).

Abstract: This book describes the program Active Citizenship Today (ACT), a hands-on learning project to make learning come alive for students and integrate student learning with the larger community. This handbook accompanies the student book, "The ACT Field Guide." The book is divided into two sections with six chapters. Section 1, "The Whats and Whys of ACT," contains the chapters: (1) "All about ACT"; (2) "The Elements of ACT"; and (3) "The ACT

Framework." Section 2, "The Hows of ACT," includes the chapters: (1) "Practical Hints for Implementing ACT"; (2) "Ideas, Strategies, and Suggestions"; and (3) "Lesson Plans" containing 14 lesson plans with handouts. (EH)

Descriptors: *Citizenship Education; Civics; Experiential Learning; High Schools; Political Science; *School Community Programs; *School Community Relationship; Secondary School Teachers; *Service Learning; Social Studies; Student Participation; Teaching Guides

ERIC Number: ED395855
Title: Service Learning in the Social Studies.
Pages: 14
Publication Date: 1994
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Constitutional Rights Foundation Chicago, 407 South Dearborn, Suite 1700, Chicago, IL 60605.

Abstract: This booklet describes the relationship of service learning to the social studies and examines public policy issues as a crucial step in the service learning process. Service learning is defined and explained using the ACT (Active Citizenship Today) approach whereby students: (1) define and focus on their community; (2) research community problems, select one, and research it more fully; (3) analyze and evaluate public policies related to the problem; (4) design and implement a service project to address the problem; and (5) reflect upon and evaluate the process. Student handouts are included, as well as a resource list for further information. (EH)

Descriptors: Active Learning; *Citizen Participation; *Citizenship Education; *Civics; Community Programs; Community Relations; Community Services; Law Related Education; Public Affairs Education; Public Policy; *School Community Relationship; Secondary Education; *Service Learning; Social Responsibility; *Social Studies

ERIC Number: ED379112
Title: Learning By Serving: 2,000 Ideas for Service-Learning Projects. Hot Topics: Usable Research.
Author(s) Follman, Joseph; And Others
Pages: 114
Publication Date: 1994
EDRS Price: MF01/PC05 Plus Postage.
Available from: NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177 ($7; add shipping and handling charges; discount on quantity orders of 50 or more copies; non-exempt Florida residents must include 6% sales tax).

Abstract: Defining service learning as the formal integration of public service into student instruction and learning, this guide provides teachers with ideas for narrowing the gap between what students do in school and what they will do after they leave school. The example activities, derived from actual projects, demonstrate the nearly limitless range of possibilities for service learning. The guide is divided into four sections. The first section provides examples of interdisciplinary projects, by grade level: intergenerational projects, tutoring and mentoring projects, environmental and recycling projects, school improvement projects, and others. The second section offers single-discipline projects, by subject and grade level. The third section offers practical information on the steps involved in

establishing service learning programs. The fourth section contains descriptions of useful publications on service learning and annotated lists of organizations at the local, state, regional, and national levels that can provide information and resources to people interested in initiating or expanding service learning. Throughout the guide, "Program Profiles" provide fuller descriptions of exemplary service learning programs in schools and organizations in the Southeastern United States and across the country. Appendices contain standards for service learning, an exercise for identifying nearby service opportunities, a sample interdisciplinary planning form, and other information. Contains a 123-item bibliography. (HTH)

Descriptors: Educational Facilities Improvement; Elementary Secondary Education; Environmental Education; Interdisciplinary Approach; Intergenerational Programs; *Learning Activities; Program Development; *Public Service; *Teaching Methods; Tutoring

Identifiers: *Service Learning

ERIC Digest
Clearinghouse for Social Studies/ Social Science Education

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EDO-SO-1999-4 June 1999

# Service, Social Studies, and Citizenship: Connections for the New Century

**By Robert Shumer**

Service to the community as part of the social studies curriculum teaches active citizenship and democratic processes. This Digest describes how, by connecting service, social studies, and citizenship, civic educators have the potential to begin the new millennium by initiating a "Century of the Caring Citizen".

**Connecting Citizenship and Service Through Social Studies.** How do young people learn to become critically thoughtful, engaged, active, lifelong citizens? Effective methods include activities such as:

- allowing students to learn and develop through active participation in thoughtfully organized experiences that meet actual community needs;
- integrating service into students' academic curriculum and providing structured time for thinking, talking, or writing about the service activity;
- providing students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- enhancing what is taught in schools by extending learning into the community and helping foster the development of a sense of caring for others.

These practices constitute a working definition of service-learning (National Service Learning Cooperative 1998). While service-learning is not the only way to engage young people in communities to teach civic skills and virtues, service has the potential to play a central role in citizenship education.

**Research on the Effects of Service Learning Programs.** Although research on service-learning offers mixed findings, studies clearly show that the quality of program implementation matters (Melchior 1998). Intensity (the number of hours per week) and duration (the number of weeks, months, and years of engagement) significantly affect the level of outcomes derived from service-learning initiatives (Conrad & Hedin 1991). A National Center for Education Statistics report found that students who participate in community service activities 35 hours or more during the school year tend to have higher levels of civic development than students who participate less often or not at all. Characteristics of civic development include increased political knowledge, greater confidence in ability to speak at public meetings, and a stronger sense of understanding politics (Niemi & Chapman 1999, 62).

Well-conceptualized, well-administered programs produce positive changes in students, including increased social and personal responsibility, more favorable attitudes toward adults, growth in moral and ego development, and increased self-esteem. There is a universal high regard for service-learning among those who have participated in such programs. For example, in a nationwide survey of nearly 4,000 students involved in service-learning programs, about 75% reported learning "more" and "much more" in these courses than in those taught through traditional methods (Conrad & Hedin 1991).

**Promising Pedagogical Practices.** In order to have civic value, service-learning must be implemented in such a way that students learn about the policy dimensions of issues addressed in their service activities. Harry Boyte (1991) argues that most service programs lack a vocabulary that draws attention to the deeper public issues surrounding students' personal lives and local communities. Mark Battersby (1998) suggests three principal guidelines for reflection that help build such a vocabulary and create a complete service and learning experience for students. First, students need the opportunity for critical reflection on the politics of the service activity as well as the larger political environment in which service organizations function. Second, experiences should involve appropriate preparation and subsequent reflective action. Finally, students must be encouraged to examine the conditions that create a need for service and the social policies that might address these needs.

Activities involving reflection affect student learning. In a study of mandatory service in Maryland, Davidson (1995) reports that high school students involved in service projects have increased levels of awareness of community issues, but do not always understand the civic connections between service and citizenship. Davidson recommends that in order to make these connections more intentional, the service requirement should be implemented in social studies courses where civic purposes and skills are likely to be included.

Reflecting on community needs and social policies brings a political dimension to service-learning. Kahne and Westheimer (1996) identify two models of service-learning, one focused on charity and the other on change. According to their framework, a charity-oriented program emphasizes giving, whereas a change-oriented program fosters caring. While acknowledging that the two orientations are "by no means neatly distinct," the authors make the important point that "the choice of service-learning activities—like the choice of any curricular activity—has political dimensions."

For social studies teachers to effectively implement service-learning, they should be involved in service activities during their pre-service training. Based on evidence that "teacher education students retain little of what they learn from textbooks and lectures," Rahima Wade (1995) designed a program that combines a methods course on democratic participation with a practicum placing pre-service teachers in classrooms participating in service learning projects. In-service teachers can also partake in similar educational programs.

**Dr. Robert Shumer is Director of the National Service-Learning Cooperative Clearinghouse at the University of Minnesota. He is also Director of the ERIC Adjunct Clearinghouse on Service Learning.**

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Existing guidelines on service-learning, including *Standards of Quality for School-Based Service-Learning* (Alliance for Service-Learning in Education Reform 1993), *Principles of Good Practice for Combining Service and Learning* (Honnet & Poulsen 1989), and *Essential Elements of Service-Learning* (National Service-Learning Cooperative 1998), describe the important components of high-quality programs. These documents emphasize the importance of providing choice and challenge to students, connecting schools and communities in positive ways that meet real needs, and engaging in ongoing program assessment and evaluation. Following these prescriptions for good programming will ensure that service-learning experiences enhance students' achievement of civic knowledge, skills, and attitudes associated with responsible democratic citizenship.

**Resources.** As more and more educators, researchers, and policymakers recognize the important connections between service-learning and civic education, the number of publications, organizations, and conferences addressing this subject increases. The following organizations provide starting points for further investigation of resources:

- Center for Civic Education
  Telephone: 818/591-9321
  Web: http://www.civiced.org/
- Center for Democracy and Citizenship, Humphrey Institute of Public Affairs
  Telephone: 612/625-0142
  Web: http://www.hhh.umn.edu/centers/cdc/
- Civic Practices Network
  Telephone: 617/736-4890
  Web: http://www.cpn.org/
- Close-Up Foundation
  Toll-free telephone: 800/CLOSE-UP
  TTY: 800/336-2167
  Web: http://www.closeup.org/
- Constitutional Rights Foundation
  Telephone: 213/487-5590
  Web: http://www.crf-usa.org/
- Corporation for National Service
  Telephone: 202/606-5000
  Web: http://www.cns.gov/
- National Service Learning Clearinghouse
  Toll-free telephone/TTY: 800/808-7378
  Web: http://www.nicsl.coled.umn.edu/

**References and ERIC Resources.** The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from commercial reprint services.


Alliance for Service-Learning in Education Reform. STANDARDS OF QUALITY FOR SCHOOL-BASED SERVICE-LEARNING. Chester, VT: Alliance for Service-Learning in Education Reform, 1993.

Battersby, Mark. "Education for Citizenship: Service-Learning and the Reflective Citizen." LEARNING QUARTERLY 2 (December 1998): 3-6.

Boyte, Henry. "Community Service and Civic Education." PHI DELTA KAPPAN 72 (June 1991): 765-767. EJ 426 976.

Conrad, Dan, and Diane Hedin. "School Based Community Service: What We Know from Research and Theory." PHI DELTA KAPPAN 72 (June 1991): 743-749. EJ 426 971.

Davidson, M. THE INFLUENCES OF MANDATORY SERVICE LEARNING ON THE ATTITUDES TOWARD POLITICAL INVOLVEMENT OF A SELECTED GROUP OF SECONDARY SCHOOL STUDENTS. Ph.D. diss., University of Maryland, 1995.

Honnet, Ellen Porter, and Susan J. Poulsen. PRINCIPLES OF GOOD PRACTICE FOR COMBINING SERVICE AND LEARNING: A WINGSPREAD SPECIAL REPORT. Racine, WI: The Johnson Foundation, 1989.

Kahne, Joseph, and Joel Westheimer. "In the Service of What? The Politics of Service Learning." PHI DELTA KAPPAN 77 (May 1996): 592-599. EJ 524 359.

Melchior, Alan. NATIONAL EVALUATION OF LEARN AND SERVE AMERICA SCHOOL AND COMMUNITY-BASED PROGRAMS. Waltham, MA: Brandeis University, 1998.

National Center for Education Statistics. PUBLIC ELEMENTARY AND SECONDARY EDUCATION STATISTICS. Washington, DC: U.S. Government Printing Office, 1998. ED 418 991.

National Service-Learning Cooperative. ESSENTIAL ELEMENTS OF SERVICE-LEARNING. St. Paul, MN: National Youth Leadership Council, 1998.

Niemi, Richard G., and Christopher Chapman. THE CIVIC DEVELOPMENT OF 9TH THROUGH 12TH GRADE STUDENTS IN THE UNITED STATES: 1996. Washington, DC: National Center for Education Statistics, 1999.

Wade, Rahima. "Developing Active Citizens: Community Service Learning in Social Studies Teacher Education." SOCIAL STUDIES 86 (May-June 1995): 122-128. EJ 510 829.



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**This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.**

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ERIC Digest EDO-SO-95-4 July 1995

# Civic Education Through Service Learning

by Brian Garman

Effective democracy requires a healthy balance between civic rights and obligations. Most Americans appear to be well informed of and eager to protect their civic rights, but too many lack commitment to their civic obligations for the proper functioning of a constitutional democracy.

**The Decline of Responsible Citizenship.** In recent decades, there has been a disturbing decline in the willingness of America's youth to participate in service to the community or nation. According to "People for the American Way" (1989, 51-97), there are five major reasons why young Americans are reluctant to serve.

The first is lack of time. Students complain that too many demands are placed on them, such as competing for good grades, needs for after-school jobs, athletic commitments, and family obligations, which leave little time for other endeavors. A second reason often cited by students is the lack of parental encouragement. When parents do not have time to devote to Boy Scouts, community projects, or the American Heart Association, their children do not have role models for civic service. We are often asking students to perform services that are beyond their realm of experience and therefore completely foreign to them. According to some experts, however, perhaps the greatest reason is that we simply do not ask young people to get involved. We incorrectly assume that youngsters will seek opportunities to serve and disregard their need to be invited.

The final two reasons identified by this study involve the perceptions of youth toward democracy. Many young Americans do not understand the obligations of the citizen in a democratic society. They are well aware of their personal rights and freedoms, but are sadly ignorant of their duties. Finally, most youth have too little faith in our political institutions and leaders and in their ability to bring about positive change.

Morris Janowitz (1983) takes a slightly different approach to the question of why youngsters are reluctant to serve by suggesting that most have been conditioned to act on their own narrow self-interests. They perceive national and community service as contrary to their own personal economic goals and as a restrictive environment that infringes upon their quest for personal pleasure. Civic education must work to reaffirm the beliefs of young Americans that self-interests are always deeply rooted in community and nation, and that serving one's nation and community also serves oneself.

**Service Learning: A Possible Remedy for the Decline of Responsible Citizenship.** There is an ancient Chinese proverb which states, "Tell me, and I will forget. Show me, and I will remember. Involve me, and I will understand" (Seigel and Rockwood 1993, 67). Service learning seeks to implement this wisdom by involving young people in community service projects that are coordinated between the school and community. These projects are integrated into the academic curriculum and designed to support civic education. This allows students to use experience in the community as a basis for critical reflection in the classroom about the nature of democracy. Lessons in the classroom become a basis for examination of the citizen's role in the community.

Proponents of service learning believe the factors that discourage youth service would be eliminated if youngsters were given the opportunity to experience service in a carefully controlled and meaningful environment. If young persons had this opportunity, they would come to understand that citizenship requires a balance between giving and receiving. They would learn to appreciate democracy as a social compact in which the members of society mutually care for each other, their community, and their nation. Youngsters would become empowered contributors along with adults in improving their community and nation. When young people are given such opportunities, participatory citizenship becomes what Alexis de Tocqueville referred to as "habits of the heart" (Democracy In America, 1835).

**The Long-Term Benefits of Service Learning.** The experiences of students who are involved in service learning programs benefit the school, community, and young people. Service learning helps to build community support for education. When programs are developed collaboratively by the community and the school, citizens begin to see that schools are responsive to the needs of the community, and a sense of community ownership and pride are nurtured.

Service learning also facilitates a closer bond between school, community, and home. Through community projects, parents are more easily drawn into the educational process. Community service provides an easily accessible forum which serves to encourage parental involvement in the education of their children. Parents who often feel alienated from the normal academic routine of school find a more comfortable common ground upon which they can become involved. As a result, parents become part of the educational process and begin to share accountability for their children's education along with the school, thus strengthening the educational process.

Further, the community is benefited by service learning because students are endowed with a sense of civic efficacy, the attitude that they should, can, and will have an impact on civic affairs. Young people become more aware of the balance between rights and responsibilities as citizens of a democratic community, and as a result they are more likely to act upon this awareness in ways that benefit the local community and nation.

Many students discover a renewed sense of meaning in

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education when they are able to examine first hand the community's social problems, or participate in the operations of local government. Finally, the infusion of community service into the curriculum leads to "an increase in student achievement and a significant decrease in rates of truancy and vandalism" (Massachusetts Department of Education 1986, 5). Service learning helps students to see the value of education through direct experiences in the community, and the process develops more positive attitudes toward school and education in general.

**How to Structure an Effective Service Learning Program.** There are several key elements in an effective service learning program. The initial task is to develop clearly articulated goals that can be achieved through a reasonable degree of effort. It is of vital importance that students involved in community projects achieve success.

Secondly, the project must be of real consequence to the community and be perceived by students as fulfilling a real need. It is important that students feel that they are trusted with important tasks and are not simply being patronized. It is strongly urged that the school and community work together closely during the early stages of development. A task force may be assembled or community meetings held to determine the real needs of the community and form consensus about what projects may or may not be appropriate. It is very important to get community members involved and keep them informed at a very early stage, for their later support will be of vital importance to the success or failure of the program.

Other important keys to success involve the student-centered aspects of a service learning project. Perhaps the most important component, with respect to the student, is that the project be developmentally appropriate. Organizers must try to ensure that projects which require a higher level of maturity or intellectual ability are avoided for younger children. In contrast, projects that are puerile or not intellectually stimulating are to be avoided for older students. It is also important that students are involved at the initial stage of any project and that a visible or tangible result or product can be recognized. It is important that students be able to experience the positive self-esteem and self-worth that results from successful completion of a project.

The final key ingredients involve the connection between community service projects and the school. One of the unique components of service learning is the interconnection of community experience and classroom work. Once community projects have been identified, community members, administrators, teachers, and students must develop a curriculum to address the specific needs of the projects. Service learning depends heavily on the continuous connection between classroom learning and real world experience. As Benjamin Barber emphasizes, "Community service can only be an instrument of education when it is connected to an academic learning experience in a classroom setting" (1992, 254).

When developing the supporting classroom curriculum, teachers must lead the way. Therefore, teachers and all supporting school personnel must be provided with extensive pre-service and staff development opportunities. Service learning is a fairly new movement in civic education, but ample literature and qualified educators are available, which ensures that the staff can be prepared to develop a solid curriculum.

Finally, constant re-evaluation of the program's success is essential. The entire content of the program should be extensively reviewed annually to determine whether the original intent and goals of the program are being achieved.

Aristotle once wrote, "We become just by doing just acts, temperate by doing temperate acts, brave by doing brave acts" (MacNichol 1993, 9). Likewise, we become good citizens by practicing the art of good citizenship. Service learning provides the practice that will renew civic commitment to our community and nation, thereby strengthening American democracy.

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This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

# Deliberation About Public Issues

## Deliberation About Public Issues: Background

ERIC Number: EJ590412
Title: Saving Us from Ourselves: The Limits of Policy Study in the High School Curriculum.Dialogue and Rejoinder.
Author(s) Houser, Neil O.; Parker, Walter C.; Zumeta, William
Source: Theory and Research in Social Education, v27 n1 p93-103 Win 1999
Publication Date: 1999
Notes: Refers to SO 531 406.
ISSN: 0093-3104

Abstract: Presents a critical commentary on "Toward an Aristocracy of Everyone" by Parker and Zumeta in the same issue. Comments on the strengths and weaknesses of proposals for public policy curricula in high schools, especially as they are able to contribute to citizenship education. Parker and Zumeta respond to these observations. (DSK)

Descriptors: *Citizenship Education; *Curriculum Development; High Schools; *Policy Analysis; *Policy Formation; *Public Policy; Social Studies

ERIC Number: EJ590409
Title: Toward an Aristocracy of Everyone: Policy Study in the High School Curriculum.
Author(s) Parker, Walter C.; Zumeta, William
Source: Theory and Research in Social Education, v27 n1 p9-44 Win 1999
Publication Date: 1999
ISSN: 0093-3104

Abstract: Proposes a course of study that would have high school students study and practice a public policy analysis model used by public policy professionals. Elaborates on the meaning of and rationale for public policy analysis and presents a detailed conceptual framework. Argues that competence in this activity will strengthen popular sovereignty. (DSK)

Descriptors: *Citizenship Education; High Schools; *Policy Analysis; *Policy Formation; *Public Policy; Social Studies

ERIC Number: EJ585462
Title: The Aims, Methods, and Effects of Deliberative Civic Education through the National Issues Forums.
Author(s) Gastil, John; Dillard, James P.
Source: Communication Education, v48 n3 p179-92 Jul 1999
Publication Date: 1999
ISSN: 0363-4523

Abstract: Examines the goals, methods, and effects of four current deliberative civic education programs, with an in-depth analysis of one: the National Issues Forums (NIF). Shows that NIF can bolster participants' political self-efficacy, refine their political judgments, broaden their political conversation networks, and reduce their conversational dominance; however, NIF may have no direct effect on political participation. (SR)

Descriptors: Citizen Participation; Citizenship Responsibility; *Civics; *Educational Objectives; Higher Education; Instructional Effectiveness; *Political Attitudes; Program Descriptions; *Speech Communication

Identifiers: *National Issues Forums

ERIC Number: ED431661
Title: An Assessment of "We the People...Project Citizen": Promoting Citizenship in Classrooms and Communities. A Report by the Policy Research Project on "An Assessment of Project Citizen." Policy Research Project Report Number 129.
Author(s) Tolo, Kenneth W.
Pages: 318
Publication Date: 1998
ISBN: 0-89940-742-0
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, P.O. Box Y, Austin, Texas 78713-8925; Tel: 512-471-4218.

Abstract: Civic education seeks to engage students in their communities by teaching them the necessary skills to effectively participate in society. The middle school years are a crucial time for the development of civic roles and responsibilities. The report documents "We the People...Project Citizen," a national civic education program for middle school students developed by the Center for Civic Education (CCE) in collaboration with the National Conference of State Legislatures (NCSL). It states that "Project Citizen" implementation began during the 1995-96 school year, and that in just 3 years, it has blossomed into a national program with state coordinators in 45 states. The report provides background information about civic education and "Project Citizen" and sets the national context. Seven key areas of "Project Citizen" implementation are examined and recommendations are offered for getting the maximum out of implementation efforts in each of these areas. Overarching and long-term recommendations for building a strong framework to solidify and expand the use of "Project Citizen" nationally are presented. Includes extensive tables of data. Appendixes contain "Project Citizen" state summaries, a state coordinator contact list, an evaluation plan, a state coordinator survey (November 1997), a state coordinator survey, a teacher survey (January 1998), a student survey (January 1998), and sample "Project Citizen" letters. (BT)

Descriptors: *Citizenship; *Citizenship Education; *Democracy; Formative Evaluation; Law Related Education; Middle Schools; Program Evaluation; Social Studies
Identifiers: Implementation Analysis; *We the People Project Citizen

ERIC Number: EJ578514
Title: Teaching Social Issues through a Discipline-Based Curriculum.
Author(s) Evans, Ronald W.
Source: Social Studies Review, v38 n1 p70-76 Fall-Win 1998
Publication Date: 1998
ISSN: 1056-6325

Abstract: Proposes an alternative way of addressing the California Framework through an issues-centered approach to teaching social studies. Describes issues-centered education as instruction infused with reflection on problematic questions related to social issues. Discusses ways of implementing issues-centered social studies curricula and note resources for creating issues-centered lessons. (DSK)

Descriptors: Academic Standards; *Controversial Issues (Course Content); *Critical Thinking; *Decision Making; Educational Objectives; Elementary Secondary Education; Social Problems; *Social Studies; Teaching Methods
Identifiers: *Issues Approach

ERIC Number: EJ571066
Title: Issues-Centered Education Misread: A Response to Grant and Tzetzo.
Author(s) Evans, Ronald W.; Saxe, David Warren
Source: Theory and Research in Social Education, v26 n2 p264-68 Spr 1998
Publication Date: 1998
Notes: For the article by Grant and Tzetzo, see SO 530 284.
ISSN: 0093-3104

Abstract: Debates points raised by S. G. Grant and Kathryn Tzetzo in their critique of the authors' "Handbook on Teaching Social Education," particularly claims that the book gives mixed messages to teachers regarding content, teaching methods, and the definition of issues-centered education, and that it leaves related questions unanswered. (DSK)

Descriptors: Book Reviews; Educational Research; Educational Strategies; *Educational Theories; *Research Problems; Social Studies; *Teaching Methods; *Textbook Evaluation
Identifiers: *Issue Centered Education; *Social Education

ERIC Number: ED418289
Title: Seeking Common Ground: Deliberative Democracy and Sustainable Communities.
Author(s) Hyman, Drew; Clinehens, Brad
Pages: 35
Publication Date: July 1997
Notes: Paper presented at the Annual International Conference of the Community Development Society (29th, Athens, GA, July 1997).
EDRS Price: MF01/PC02 Plus Postage.

Abstract: Public deliberation, sometimes called deliberative democracy, offers alternatives to what are often adversarial governmental debates and hearings. This paper provides a case example of applying the deliberative democracy process to development issues and an analysis of data comparing the effectiveness of the process for creating a consensus for change. The case study was conducted in Centre County, Pennsylvania, which is a rural county consisting of 36 municipalities. Two local issues forums (LIF) that followed the practice of the National Issues Forums (NIF) were conducted in Centre County. The first LIF, Growth and the Quality of Life in Centre County, considered four visions of the county's future. The second LIF, held 19 months later, focused on the main issue emerging from the first forum: how to achieve a sustainable community of communities in the county. Pre- and post-forum questionnaires were distributed to all forum participants. The Centre County experience demonstrated that public deliberation based on the NIF model can provide a basis for moving communities toward consensus on issues of development, growth, and quality of life. A comparison of the pre- and post-forum questionnaires revealed definite directions of attitude change and considerable degrees of attitude change for a majority of participants. (Contains 19 tables.) (MN)

Descriptors: Action Research; Adult Education; Attitude Change; Case Studies; Citizen Participation; *Community Development; *Community Education; County Programs; *Democracy; *Participative Decision Making; Policy Formation; *Public Policy; Questionnaires; Regional Planning; Rural Areas; Rural Education; *Sustainable Development; Tables (Data)
Identifiers: *Local Issues Forums; National Issues Forum; Pennsylvania (Centre County)

ERIC Number: EJ539080
Title: The Art of Deliberation.
Author(s) Parker, Walter C.
Source: Educational Leadership, v54 n5 p18-21 Feb 1997
Publication Date: 1997
ISSN: 0013-1784

Abstract: Compared to home life, schools resemble crossroads, village squares, marketplaces, and cities. Increasing deliberative interactions among diverse students helps instill habits of behavior necessary for public life: the courtesies, manners, tolerance, respect, sense of justice, and knack for forging public policy with others. This article explains how educators can seize the teaching moment. (12 references) (MLH)

Descriptors: *Citizenship Education; Classroom Techniques; Cultural Pluralism; *Democratic Values; Elementary Secondary Education; Heterogeneous Grouping; Interpersonal Competence; *Interpersonal Relationship; *Problem Solving; *School Responsibility
Identifiers: Civility; *Deliberation; *Diversity (Student); Tolerance

ERIC Number: ED411183
Title: Global Studies in an Issues-Centered Curriculum.
Author(s) Gaudelli, Bill
Pages: 24
Publication Date: November 1996
Notes: Paper presented at the Annual Meeting of the National Council for the Social Studies (76th, Washington, DC, November 22-25, 1996).
Available from: EDRS Price MF01/PC01 Plus Postage.

Abstract: This paper examines different approaches to global studies through a selective analysis of the theory in the field. Key questions are posed as criteria for deciding which issues are most adequately suited for study in an issues-based curriculum. Results of a limited survey of high school students who completed a course in global education are presented and analyzed. The paper advocates global studies to orient students to their role (current and future) as members of a new civic culture. (EH)

Descriptors: *Citizen Role; *Citizenship Responsibility; *Controversial Issues (Course Content); Global Approach; *Global Education; High Schools; *International Relations; Public Affairs Education; Social Problems; Social Studies; World Affairs; *World Problems

ERIC Number: ED410141
Title: Handbook on Teaching Social Issues. NCSS Bulletin 93.
Author(s) Evans, Ronald W., Ed.; Saxe, David Warren, Ed.
Pages: 418
Publication Date: 1996
ISBN: 0-87986-071-5
EDRS Price: MF01/PC17 Plus Postage.
Available from: National Council for the Social Studies, 3501 Newark Street, N.W., Washington, DC 20016-3167.

Abstract: This handbook explores the issues-centered curriculum for social studies teaching and how student performance reflects an intellectual capacity to address public issues. The book is divided into 11 parts with essays to address specific aspects of the approach. The foreword, written by Shirley Engle, establishes a context for issues-based curriculum. Essays include: "Defining Issues-Centered Education" (Ronald W. Evans; Fred M. Newmann; David Warren Saxe); "Building a Rationale for

Issues-Centered Education" (Anna S. Ochoa-Becker); "The Engle-Ochoa Decision Making Model for Citizenship Education" (Rodney F. Allen); "Using Issues in the Teaching of American History" (David Warren Saxe); "World History and Issues-Centered Instruction" (Richard E. Gross); "Issues-Centered Approaches to Teaching Geography Courses" (A. David Hill; Salvatore J. Natoli); "Issues-Centered Global Education" (Merry M. Merryfield; Connie S. White); "An Approach to Issues-Oriented Economic Education" (Beverly J. Armento; Francis W. Rushing; Wayne A. Cook); "Teaching Issues-Centered Anthropology, Sociology, and Psychology" (Jerry A. Ligon; George W. Chilcoat); "Issue-Centered Curricula and Instruction at the Middle Level" (Samuel Totten; Jon Pedersen); "An Issues-Centered Curriculum for High School Social Studies" (Ronald W. Evans; Jerry Brodkey); "Assessing Student Learning of an Issue-Oriented Curriculum" (Walter C. Parker); "International Social Studies: Alternative Futures" (James L. Barth); "International Relations/Foreign Policy Teaching Resources" (Mary E. Soley); "Domestic Economic Policy" (Ronald A. Banaszak); "Teaching about International Human Rights" (Nancy Flowers); and "Children's Rights" (Beverly C. Edmonds). An afterword is provided by James Shaver. (EH)

Descriptors: *Controversial Issues (Course Content); *Critical Thinking; Elementary Secondary Education; Evaluation; *Futures (Of Society); Instructional Materials; Moral Issues; *Multicultural Education; Political Issues; Public Affairs Education; *Reflective Teaching; Social Problems; Social Studies; Teacher Education; Values; World Problems

ERIC Number: ED405281
Title: We the People... Project Citizen: A Civic Education Project for Grades 6 through 9.
Pages: 51
Publication Date: 1996
ISBN: 0-89818-156-9
EDRS Price: MF01/PC03 Plus Postage.
Available from: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467.

Abstract: The goal of this civic education program, written for six through ninth grade students in the form of an instructional guide/student workbook, is to help students develop citizenship skills important for intelligent ad effective participation in a self-governing society. Specific educational objectives include helping students learn: (1) how to express their opinions; (2) how to decide which level of government and which agency is most appropriate for dealing with the community problems they identify; and (3) how to influence policy decisions at that level of government. The guide provides students with step-by-step instructions for identifying and studying a public policy problem and for developing a class portfolio, a cumulative organized collection of information (statements, charts, graphs, photographs, and original art work) that makes up the class plan related to the public policy issue studied. This student instructional guide is organized into the following sections: "Step I: Identifying Public Policy Problems in Your Community"; "Step II: Selecting a Problem for Class Study"; "Step III: Gathering Information on the Problem Your Class Will Study"; "Step IV: Developing a Class Portfolio"; "Step V: Presenting Your Portfolio"; and "Step VI: Reflecting on Your Learning Experience." Additional resources provided include a glossary of 50 relevant civics terms and nine appendices consisting of sample lists of

libraries, newspapers, professors/scholars, lawyers/ judges/bar associations, businesses, community and interest groups, as well as city, state, and U.S. government offices, all community resources that students can research locally with the appropriate reference materials (telephone books/directories, business directories, and lists of public service organizations) available at most public libraries. Illustrations also are included. (CB)

Descriptors: Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Community Problems; *Critical Thinking; Decision Making; Elementary Secondary Education; Instructional Materials; Junior High Schools; Middle Schools; *Portfolios (Background Materials); *Problem Solving; Programmed Instructional Materials; Public Policy; Skill Development; Thinking Skills; *United States Government (Course); Workbooks

ERIC Number: EJ540253
Title: Making a Difference: Integrating Social Problems and Social Action in the Social Studies Curriculum.
Author(s) McCall, Ava L.
Source: Social Studies, v87 n5 p203-09 Sep-Oct 1996
Publication Date: 1996
ISSN: 0037-7996

Abstract: Provides a valuable compendium of guidelines, advice, ideas, and teaching tips for integrating social problems, and social action throughout the social studies curriculum. Describes a social studies methods course that focused on AIDS, and what positive action or contribution the class could make towards this problem. (MJP)

Descriptors: Acquired Immune Deficiency Syndrome; Childrens Literature; *Controversial Issues (Course Content); Current Events; *Curriculum Development; Methods Courses; *Moral Issues; *Social Action; *Social Problems; Social Responsibility; *Social Studies; Student Interests; Teacher Education; Undergraduate Study
Identifiers: Wade (R)

ERIC Number: EJ525353
Title: The Ethics of Talk: Classroom Conversation and Democratic Politics.
Author(s) Grant, Ruth W.
Source: Teachers College Record, v97 n3 p470-82 Spr 1996
Publication Date: 1996
ISSN: 0161-4681

Abstract: This article explores the issue of ethical impact of conversation in the classroom, arguing that the experience of critical inquiry conducted through classroom dialog can cultivate precisely those ethical characteristics required of participants in the public life of a deliberative democracy. (SM)

Descriptors: *Classroom Communication; College Students; *Critical Thinking; Democracy; *Democratic Values; *Discussion (Teaching Technique); Elementary School Students; Elementary Secondary Education; Ethical Instruction; *Ethics; Higher Education; *Inquiry; Moral Development; Secondary School Students; Teaching Methods

ERIC Number: ED380389
Title: The Practice of In-Depth Study in an Issues-Oriented Social Studies Classroom.
Author(s) Rossi, John Allen
Pages: 25
Publication Date: November 1994

Notes: Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 18, 1994).
EDRS Price: MF01/PC01 Plus Postage.

Abstract: This paper describes research that sought to merge the definition of in-depth study and its theoretical underpinnings with the reality of classroom practice. It describes and analyzes one high school public issues class where single topics were developed in depth. The research seeks to answer the question: What does in-depth study look like in practice? In particular, it explores three questions: (1) How and why is knowledge selected, organized, and utilized in the depth classroom, and what meaning do students give it? (2) What is the nature of the social interaction in the classroom, and what meaning do students give it? and (3) What practical teaching dilemmas do teachers face in the everyday practice of in-depth study? Four common characteristics of in-depth study are identified: (1) use of knowledge that is complex, thick, and divergent about a single topic, concept, or event using sources that range beyond the textbook; (2) focus on essential and authentic issues or questions that contain elements of ambiguity, doubt, or controversy; (3) a spirit of inquiry that provides opportunities, support, and assessment mechanisms for students to manipulate ideas in ways that transform their meaning; and (4) sustained time on a single topic, concept, or event. In terms of theory, the research confirms the notion that thinking about and understanding knowledge depend on: (1) its organization around key ideas; (2) a functional base where the learner uses knowledge to solve problems; and (3) a social setting where the learner interacts with teachers and students. (DK)

Descriptors: *Classroom Techniques; Educational Research; Secondary Education; *Social Studies; *Teaching Methods
Identifiers: *Issue Centered Education; *Issues Approach

ERIC Number: EJ469674
Title: Teaching for Democratic Action in a Deliberative Democracy.
Author(s) Leppard, Lynden J
Source: Social Education, v57 n2 p78-80 Feb 1993
Publication Date: 1993
ISSN: 0037-7724

Abstract: Describes the rationale, instructional objectives, and instructional procedures of the National Issues Forum program for secondary social studies. Asserts that the program's content and learning strategies develop and improve student's decision-making skills and knowledge of significant contemporary issues. Contends that business and corporate leaders share the commitment to effective learning environments and deliberative discussion of public issues. (VFR)

Descriptors: *Citizenship Education; Course Content; Critical Thinking; Current Events; *Curriculum Design; *Decision Making; *Instructional Materials; School Business Relationship; Secondary Education; *Social Studies; *Teaching Methods
Identifiers: Goals of Education; *National Issues Forum

ERIC Number: ED363570
Title: A Public Voice...'92. America's Role in the World. Energy Options. The Boundaries of Free Speech. A Report from the National Issues Forums, Fall & Winter 1991-1992.
Pages: 42
Publication Date: 1992
EDRS Price: MF01/PC02 Plus Postage.

Available from: Kendall/Hunt Publishing Co., 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52004.

Abstract: This document reports on the tenor and outcomes of the National Issues Forums held in 1991-92 on three issues. The report draws upon three resources: short participant questionnaires, descriptions from groups' convenors, and detailed analysis of the taped proceedings of 10 groups. The report is organized in three sections, each consisting of a report from the forums and excerpts from the public response to each issue by a group of representatives from the national media and Congress who met to review excerpts from the videotapes. The first forum report, "America's Role in the World: New Risks, New Realities," starts from the premise that what dominates people's minds when they think about shaping the U.S. role is the breakup of the Soviet Union. Discussion focuses on the following: United States as a solitary superpower; need for U.S. citizens to be much more frank about themselves and more objective about the rest of the world; the United States as leader, not policer, of the world; and need to concentrate on problems at home. The report on the second issue, "Energy Options: Finding a Solution to the Power Predicament," makes the point that the public's view as reflected in the forum discussions reveals a genuine concern about the energy crisis and how it affects and is affected by the national way of life. Topics include the cost of energy conservation, risks people are willing to live with, mistrust of nuclear energy, and need for a national energy policy. Forums held on the third issue, "The Boundaries of Free Speech: How Free Is Too Free?" indicate a worry about the precedents that any restriction would set. Focuses are sex and violence on television and in the movies and what to do about it, hateful speech, and children's right not to hear. (YLB)

Descriptors: Adult Education; Citizen Participation; Citizenship Education; Citizenship Responsibility; Controversial Issues (Course Content); *Current Events; *Energy; Energy Conservation; Foreign Policy; *Freedom of Speech; Futures (of Society); Global Approach; International Relations; Peace; *Political Attitudes; *Public Affairs Education; Social Attitudes; Social Problems; *World Affairs; World History; World Problems
Identifiers: National Issues Forum

ERIC Number: EJ458397
Title: Rationales for Issues-Centered Social Studies Education.
Author(s) Shaver, James P.
Source: Social Studies, v83 n3 p95-99 May-Jun 1992
Publication Date: 1992
ISSN: 0037-7996

Abstracts: Suggests that building a sound rationale for dealing with controversial issues in the classroom will prevent unnecessarily adversarial relationships between teachers and administrators or the public. Discusses involving students in real problems in both public and private issues. States that effective rationale building depends on involvement in and reflective confrontation of issues. (DK)

Descriptors: *Controversial Issues (Course Content); Elementary Secondary Education; *Social Studies; Teaching Methods
Identifiers: Dewey (John); *Issue Centered Education; *Reflective Teaching

ERIC Number: EJ426388
Title: Helping Students Think about Public Issues: Instruction versus Prompting.

Author(s) Parker, Walter C.; And Others
Source: Social Education, v55 n1 p41-44 Jan 1991
Publication Date: 1991
ISSN: 0037-7724

Abstract: Compares two instructional strategies, prompting and direct instruction, to determine which produces dialogical reasoning in written essays concerning controversial issues. Participants were 45 sixth graders. Finds both strategies equally productive and concludes that the emphasis should be on providing thought-provoking, issues-oriented social studies curricula. Includes research procedure, data analysis, and sample student essays. (NL)

Descriptors: Comparative Analysis; *Controversial Issues (Course Content); Critical Thinking; Curriculum Development; Curriculum Evaluation; Elementary Education; Grade 6; *Logical Thinking; Outcomes of Education; *Prompting; Skill Development; Social Studies; *Teaching Methods; *Thinking Skills
Identifiers: *Dialogical Reasoning; Directed Instruction

ERIC Number: EJ403152
Title: The Future of Issue-Centered Education.
Author(s) Evans, Ronald W.
Source: Social Studies, v80 n5 p176-77 Sep-Oct 1989
Publication Date: 1989

Abstract: Notes the current attempt to replace social studies with U.S. history and geography. Delineates the two strands of thought in the social studies reform movement and argues that there is a strong tradition of the social studies as a unified, issue-centered field of study. (SLM)

Descriptors: Controversial Issues (Course Content); *Educational Change; *Educational Trends; Elementary Secondary Education; Geography; Moral Issues; Political Issues; *Problem Solving; *Social Problems; Social Studies; United States History
Identifiers: *Issue Centered Education; *Social Studies Reform

ERIC Number: ED304373
Title: The Promise of Democracy: A Source Book for Use with National Issues Forums.
Author: Mathews, David
Publication Date: 1988
Pages: 175
Available from: EDRS Price - MF01/PC07 Plus Postage.

Abstract: Town meetings or public forums arranged to discuss issues of interest to citizens are as old as the settling of the United States, and they continue today as part of the democratic system. The Public Agenda Foundation maintains this tradition through a special series of community forums, known as the National Issues Forums (NIF), that annually address three common issues of widespread public concern. Drawing from the writings of past and present democratic advocates and critics, this NIF book examines democracy and its principles to aid forum participants in becoming more effective citizens. Chapter 1 presents the history of town meetings and, chapter 2 examines the theories of democracy. Chapter 3 reflects on individual and public participation as it defines public, public interest, and private identity. The political dialogue that occurs in forums is called public talk, and the use of public talk to make choices is the focus of chapter 4. Chapter 5 considers the role of public talk in the community, while chapter 6 discusses the participatory role of the NIF in national and local policymaking. A 10-page

bibliography is included. (DJC)

Descriptors: *Citizen Participation; Community; *Democracy; Persuasive Discourse; Policy Formation; *Political Issues; *Public Speaking
Identifiers: *National Issues Forum

## Deliberation about Public Issues: Teaching Materials

ERIC Number: ED430255
Title: Reading, Writing, and Speaking about Contemporary Issues. Lesson Plans for Teachers of English and Social Studies. Working with Language Series.
Author(s) Jenkinson, Andrea
Pages: 96
Publication Date: 1999
Notes: See CS 216 737-740 for the 4 books in the series.
ISBN: 1-883790-47-6
EDRS Price: MF01/PC04 Plus Postage.
Available from: EDINFO Press, P.O. Box 5247, Bloomington, IN 47407; Tel: 800-925-7853 (Toll Free).

Abstract: Noting that almost all current issues have some controversial "overload" to them which cause many teachers to approach them with trepidation, this guide aims to help teachers handle discussions and writing assignments related to contemporary issues. The guide aids teachers in framing and in balancing classroom interactions so discussions of controversial issues can proceed fairly. The four units in the guide contain material on: how to write personal essays; how to view and think critically about mass media presentations; how to deal with censorship of books; and how to conduct discussions about controversial issues. Activity sheets in the units guide students in: producing objective accounts, media viewing and group discussions, sending letters to their parents about issues, and giving persuasive speeches. The guide also contains an annotated bibliography on the "Schoolbook Protest Movement." Appendixes include an essay titled "Lessons Learned from Three Schoolbook Protests" (Edward B. Jenkinson); a censorship paper; and an informative paper, both written by students. (NKA)

Descriptors: *Censorship; Class Activities; *Controversial Issues (Course Content); Critical Thinking; Current Events; *English Instruction; High Schools; Lesson Plans; Persuasive Discourse; Public Schools; *Social Studies; Units of Study; Writing Assignments
Identifiers: *Issue Centered Education; Issues Approach; *Media Literacy; Personal Writing

ERIC Number: EJ596128
Title: Children's Human Rights.
Author(s) Levesque, Roger J. R.
Source: Update on Law-Related Education, v22 n3 p22-26 Fall 1998
Publication Date: 1998
ISSN: 0147-8648

Abstract: Addresses the issue of children's human rights in relation to the United Nations Convention on Rights of the Child that seeks to give priority to children in the adoption of individual countries' polices. Focuses on U.S. policies concerning children's' rights and introduces two different views of the impact. (CMK)

Descriptors: *Childrens Rights; *Civil Liberties; Elementary Secondary Education; *Family Life; Freedom of Information; Freedom of Speech; Government Role; International Cooperation; Public Opinion; *Public Policy; *Social Change; *Social Problems; Social Studies
Identifiers: *United Nations Convention on

Rights of the Child

ERIC Number: EJ596127
Title: Human Rights in These United States.
Author(s) Neylon, Lyn Beth
Source: Update on Law-Related Education, v22 n3 p18-21 Fall 1998
Publication Date: 1998
ISSN: 0147-8648

Abstract: Discusses the results from a survey commissioned by Human Rights USA that investigated what individuals know and think about human rights issues in the United States. Asserts that the survey gives community activists, educators, and decision makers the means to analyze local and national human-rights problems and move toward solutions. (CMK)

Descriptors: *Civil Liberties; Civil Rights; Government Role; International Cooperation; Poverty; *Public Opinion; *Public Policy; Secondary Education; *Social Change; *Social Problems; Social Studies; Treaties; World Affairs

ERIC Number: EJ557564
Title: Water, Water Everywhere, But Can We Drink It? Solving the Blue Planet's Water Problems of Overuse and Abuse.
Author(s) Anderson, Terry; Wentworth, Donald R.
Source: Social Education, v61 n6 p337-41 Oct 1997
Publication Date: 1997
ISSN: 0037-7724

Abstract: Traces the problems of water overuse to the fact that many farmers are allowed to use water at a fraction of its real cost. Maintains that government subsidies promote misuse and abuse of this resource. Proposes two solutions: environmentally friendly water prices and environmentally friendly water ownership. (MJP)

Descriptors: *Conservation (Environment); Depleted Resources; Ecology; Economics; Environmental Education; Financial Support; Learning Activities; *Natural Resources; Ownership; *Public Policy; *Resource Allocation; Secondary Education; Social Studies; Water; *Water Resources; Water Treatment

ERIC Number: ED393783
Title: The Drug Question: The Constitution and Public Policy. Teacher's Guide.
Pages: 17
Publication Date: 1990
Notes: For related student text, see ED 364 462.
EDRS Price: MF01/PC01 Plus Postage.
Available from: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005.

Abstract: This teacher's guide complements the student text's presentation of lesson plans on the subject of illegal drug use. The booklet begins with an explanation of the benefits of law-related education (LRE) for democratic education. The guide then outlines suggestions for handling controversy; directing discussion; organizing cooperative and small group learning; infusing simulations and role-playing into the curriculum; and utilizing resource experts in the classroom. Each unit includes specific purposes, objectives, time requirements, resources, and procedures for each of the six lesson plans. Each lesson plan includes readings, discussion questions, and other activities teachers can use to help students understand the problems and legal issues surrounding drug abuse and the government's role in seeking solutions. Units include: (1)

"Problems and Proposals"; (2) "Views You Can Use: Assessing Public Opinion"; (3) "The Fourth Amendment and the Exclusionary Rule"; (4) "Drugs and the Courts: Applying the Exclusionary Rule"; (5) "The State Legislative Process: Formalizing Policy through Law"; and (6) "Making Public Policy Work: The Community and the Individual." (LH)

Descriptors: Civics; *Civil Liberties; *Constitutional Law; *Drug Abuse; Elementary Secondary Education; Government Role; Illegal Drug Use; Instructional Materials; Law Enforcement; *Law Related Education; Learning Activities; *Public Policy; Social Problems; Social Studies; *Teaching Methods
Identifiers: Constitutional Rights Foundation; Fourth Amendment; *United States Constitution

ERIC Number: ED434060
Title: Social--Population Growth Rate Learning Module. Development Education Program.
Pages: 64
Publication Date: April 1999
Notes: For related learning modules, see SO 031 035-036.
EDRS Price" MF01 Plus Postage. PC Not Available from EDRS.
Available from: Web site: http://www.worldbank.org/depweb.english/modules/social/pgr/index.

Abstract: This learning module has two main goals: (1) to increase students' knowledge and understanding of the often complex relationship between sustainable development and the social, economic, and environmental conditions in a country; and (2) to strengthen students' abilities to perform statistical calculations, make and interpret maps, charts, and tables, as well as analyze and synthesize information to make inferences and generalizations and think critically when analyzing information, making decisions, and solving problems. This module focuses specifically on sustainable development and social conditions. The module's teaching units contain a full range of questions, activities, and exercises. The module is divided into the following sections: (1) "Introduction" (Point of View, Goals and Objectives, and Teaching the Learning Modules); (2) "Social" (brief introduction to social issues of sustainable development); (3) "Population Growth Rate Text"; (4) "Map--Average Annual Population Growth Rate (%), 1980-1"; (5) "Chart 1 - Total World Population by Country Income Group 1980, 1995, 2010"; (6) "Chart 2 - Population Growth Rate by Country Income Group, 1980-2010"; (7) "Charts 3.1 & 3.2 - Composition of Population in Low- and High-Income Economies, 1995"; (8) "Social Data Tables"; (9) "Population Growth Rate Photo Gallery"; (10) "Case Study 1 - A Day in the Life of a Traveling Healthcare Worker"; (11) "Population Growth Rate Research and Explore"; and (12) "Glossary." (BT)

Descriptors: *Critical Thinking; Demography; *Economic Development; Foreign Countries; Higher Education; *Physical Environment; Secondary Education; Social Indicators; *Social Problems; Social Studies; Student Educational Objectives; *Sustainable Development
Identifiers: *Development Education

ERIC Number: ED433298
Title: Current Issues: Critical Policy Choices Facing the Nation and the World. 2000 Edition {and} Teacher's Guide.
Pages: 526
Publication Date: 1999

ISSN: 0161-6641
EDRS Price: MF02 Plus Postage. PC Not Available from EDRS.
Available from: Close Up Foundation, Department H19, 44 Canal Center Plaza, Alexandria, VA 22314-1592; URL: http://www.closeup.org ($13.95 student text; $15.95 teacher guide).

Abstract: This student text and teacher's guide feature current events and policy issues that are in discussion today. The books offer background on important domestic and foreign policy issues and present arguments from both sides of key issues. The books are divided into three sections. Section 1, "The Federal Government," contains: (1) "The Clinton Administration"; (2) "The 106th Congress"; and (3) "The Supreme Court." Section 2, "Domestic Policy Issues," includes: (1) "The Federal Budget"; (2) "Constitutional Rights"; (3) "Crime and Drugs"; (4) "The Economy"; (5) "Education"; (6) "Health Care and Aging"; (7) "Immigration"; (8) "The Media"; (9) "Poverty"; and (10) "Women and Minorities." Section 3, "Foreign Policy Issues," contains: (1) "Defense"; (2) "Democracy and Human Rights"; (3) "The Global Environment"; (4) "International Trade"; (5) "Weapons Proliferation"; (6) "World Poverty and Foreign Aid"; (7) "East Asia"; (8) "Europe and Russia"; (9) "Latin America"; and (10) "The Middle East." A 60-item list of books and articles that provide further information and perspectives on many of the topics covered is given. The teacher's guide contains lesson plans for each unit. Also included are unit test materials, unit test answers, and student handouts. (LB)

Descriptors: *Controversial Issues (Course Content); *Current Events; Foreign Countries; *Foreign Policy; Instructional Materials; *International Relations; Modern History; Political Science; Public Policy; Secondary Education; Social Problems; Social Studies; United States History; *World Affairs; World History

ERIC Number: EJ582743
Title: Putting a Lid on Campaign Spending: A Lesson Plan.
Author(s) Koman, Rita G.
Source: Social Education, v62 n6 p363-69 Oct 1998
Publication Date: 1998
ISSN: 0037-7724

Abstract: Presents a high school lesson plan to teach students that democratic citizenship is not passive and to prepare them to take part in grassroots education and action. Presents a historical overview of campaign-finance debates and a series of activities that use this material to engage students in their own debates. (DSK)

Descriptors: *Citizenship Education; Civics; *Controversial Issues (Course Content); Debate; Democracy; *Democratic Values; *Discussion (Teaching Technique); Government Role; High Schools; Lesson Plans; Political Campaigns; *Social Action; Social Studies; United States History

ERIC Number: ED437291
Title: Facing the Issues: Creative Strategies for Probing Critical Social Concerns.
Author(s) Myers, Robert E.
Pages: 259
Publication Date: 1994
ISBN: 1-56976-009-8
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Zephyr Press, P.O. Box 66006-W, Tucson, AZ 85728-6006. Tel: 800-232-2187 (Toll Free); Web site: <http://www.zephyrpress.com>.

Abstract: The 52 units that comprise this book were devised with the goal of "freeing up" the creative abilities of students while helping them look at a number of important social issues. The book is in a sequential form and presents many of the fundamental issues of the social studies curriculum. The units in the book follow a pattern that is based on the creative thinking process. Each unit has three parts or levels: the first part is designed to "warm up" the student; the second part seeks to get the student more involved in the topic, digging deeper; and the third part aims for the student to do some thinking and doing. For the teacher, each unit begins with an overview, proceeds to the specific idea or problem, pinpoints the creative thinking skill to be developed, and outlines how to prepare and then present the unit. Each unit contains reproducibles. (BT)

Descriptors: Class Activities; *Creative Thinking; *Critical Thinking; Intermediate Grades; Learning Activities; Secondary Education; *Skill Development; *Social Problems; *Social Sciences; Social Studies; Student Educational Objectives; Units of Study

Identifiers: *Creative Problem Solving

ERIC Number: ED375063
Title: Teaching Strategies.
Pages: 22
Publication Date: 1994
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: National Institute for Citizen Education in the Law, 711 G Street, S.E., Washington, DC 20003.

Abstract: This instruction guide conveys effective strategies for engaging students in small group exercises, brainstorming, discussions, case studies and controversial issues. After emphasizing the importance of the first small group session for setting the tone, the guide advises teachers to appoint groups of two to five students, assigning the most extroverted as group leaders and dividing the least perceptive among the groups. As each group sits in a circle, the teacher should move around to each group to answer questions. To foster imaginative solutions to problems, the guide presents the strategy of brainstorming. Teachers should call for as many and as wild ideas as the students can offer, discouraging any evaluation that may discourage creativity. For the successful use of the discussion method, the guide encourages teachers to consider the purposes that their questions are intended to serve, whether to open discussion, amplify a contribution, or to close a discussion. The guide devotes considerable attention to case studies, a method well-suited to law-related education. Foremost, the teacher should carefully choose the appropriate case, one which involves an enduring legal question and evokes dramatic interest. After introducing students to the facts of the case, the teacher should define the legal issues and arguments and invite students to explain their decision in the case. When controversial subjects arise, students should identify the core issues and recognize the legitimacy of the arguments. (JD)

Descriptors: Case Studies; Citizenship Education; *Controversial Issues (Course Content); Discussion; *Law Related Education; Learning Activities; Secondary Education; Social Studies; *Teaching Methods

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EDO-SO-1999-3 May 1999

# Issue-Centered Civic Education in Middle Schools

By Thomas S. Vontz and William A. Nixon

There is a broad consensus among social studies educators that the core mission of a social studies curriculum is education for democratic citizenship. Of course, there is an appropriate place for civic education at every level of learning. It is increasingly recognized, however, that the middle school years are an important time in the development of civic roles and responsibilities. Yet there is a general lack of institutionalized civic education aimed at promoting democratic citizenship during the middle school years (Policy Research Project 1998, xv & 16). Educators, policymakers, parents, and concerned members of the community need to recognize civic education in middle school as a prime concern, and issue-centered education as an effective way to respond to this concern.

**Issue-Centered Education: The Pros and Cons.** Even where there is a commitment to providing a foundation in civic education, the question remains: how should citizenship be taught to middle school students? On this point there has been considerable debate for several decades. James P. Shaver (1992, 95) has broken down the argument into two perennial questions: (1) is the teaching of content culled from history and the social sciences, appropriately tailored for young minds, adequate citizenship education in and of itself? and (2) should students first master a core body of information and concepts before being asked to consider the issues that face adult citizens, or will the learning of information and concepts take place more effectively in the context of confronting issues? Educators who answer "no" to the first question, and who support learning in the context of confronting problems, have turned to the issue- or problem-centered approach to civic education.

While several approaches to issue-centered civic education have been advanced, most proponents agree on some common principles. Broadly speaking, issue-centered education examines social questions. The method can be used within either discipline-based or interdisciplinary curricula. Further, it seeks to examine problems and dilemmas confronting citizens. At the core of issue-centered education are reflective questions that may be answered variously, and that emphasize thoughtfulness and depth. In the process of examining reflective questions and reaching a decision, there should be an assessment of evidence, competing values, and alternative outcomes. At its best, issue-centered civic education promises a high level of integrated learning and student involvement in the learning process.

Despite the efforts of its advocates, the issue-centered approach has failed to gain wide acceptance. There are many factors that account for this, but three pointed criticisms have been made that are worth considering. First, some teachers, parents, and community groups have expressed reservation about the emphasis on potentially controversial problems at the heart of the issue-centered approach. While examining issues of public policy is central to citizenship, there is concern that an unthinking "controversy-is-good-per-se" attitude can create an unnecessary adversarial climate (Shaver 1992, 99).

Another reservation about the issue-centered approach comes from proponents of a content-based civic education. Because an issue-centered approach requires a significant allocation of scarce classroom resources and extra effort by teachers, it effectively reduces the time that can be spent on content coverage. This factor can make the issue-centered approach unattractive to teachers who are committed to exposing students to a broad content curriculum. While most teachers are willing to trade breadth of knowledge for a greater depth of understanding, there is the concern that by adopting an issue-centered approach, content will be sacrificed to the extent that students will lack the knowledge base that is a prerequisite for an informed examination of policy problems.

Finally, some doubts have been raised about the methodology of issue-centered education. Many educators believe that the structure provided by the framework of an established discipline is crucial to teaching and learning. Here, the concern is that the issue-centered approach, with its emphasis on interdisciplinary subject matter and process over content, lacks the conceptual structure needed to facilitate achievement of content standards.

The criticisms of issue-centered civic education are valid. But if teachers want to prepare students for effective and responsible democratic citizenship, they must challenge students to confront issues of public policy in the classroom (Massialas 1989, 173). The challenge is how to take advantage of the benefits of issue-centered civic education without sacrificing student achievement of content standards in the teaching and learning of civics/government. *We the People ... Project Citizen* is a program that responds effectively to the challenges raised by critics of issue-centered education.

**An Exemplary Issue-Centered Civic Education Program.** Educators committed to issue-centered civic education in the middle schools need to become acquainted with *We the People ... Project Citizen*, developed and sponsored by the Center for Civic Education. Launched in California in 1992 and expanded to national usage in 1995, *Project Citizen* is a civic education program created specifically for middle school students which involves them in the civic life of their community. The program combines active learning in both classrooms and communities with a team-based project activity that builds a sense of community and a deep understanding of public policy.

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Since becoming a national program in 1995, *Project Citizen* has been implemented in 38 states and is likely to expand into all 50 states.

The focal points of the program are teaching students to monitor and influence public policy and to encourage civic participation among students, their parents, and other members of the community. Students are asked to step outside of the classroom and examine real problems in their schools or communities (e.g., drug abuse, pollution, and graffiti); analyze possible solutions; create an action plan; and finally, present their findings in a public forum. The project has three overall goals: (1) to provide the knowledge and skills for effective participation in civic and political life; (2) to provide practical experience designed to foster a sense of competence and efficacy; and (3) to develop an understanding of the importance of citizen participation. Overall, *Project Citizen* gives 10-to-15-year-olds the opportunity to participate in civil society and to practice critical thinking, dialogue and debate, negotiation, tolerance, decision-making, and civic action (Policy Research Project 1998, 2 & 17).

*Project Citizen* responds to many of the criticisms that educators have directed against issue-centered education. Instead of injecting problems into the classrooms merely for the sake of creating controversy, the program encourages students to examine important questions of policy that are relevant to them and their communities. The format of *Project Citizen* helps ensure that when difficult questions are raised, as they so often are in civic and political life, the students think through the issues while remaining respectful of differences of opinion and other points of view. Moreover, *Project Citizen* is particularly well-suited to effectively complement a well-structured, content-based civic education curriculum, giving students the opportunity to put the ideas they have learned in the classroom into practice. Finally, while *Project Citizen* is a flexible program, it is also an outstanding example of an issue-centered approach that fits within the larger framework of civic education for democracy, with all the benefits that working within that structural framework provides.

**An Evaluation of *We the People . . . Project Citizen*.** In September 1997, a research team led by Professor Kenneth Tolo conducted a comprehensive, eight-month study of *Project Citizen* at the Lyndon B. Johnson School of Public Affairs of the University of Texas at Austin. The research team published a report of its findings in 1998. The key findings of the report were:

- students using *Project Citizen* believe they can—and do—make a difference in their communities;
- students and teachers believe that *Project Citizen* helps students develop a greater understanding of public policy, helps students learn how their government works, develops student commitment to active citizenship and governance, involves students in their communities, and helps students learn about specific community problems;
- students and teachers believe *Project Citizen* teaches students important communication and research skills; and
- students enjoy *Project Citizen* (Policy Research Project 1998, xviii).

Perhaps as important as these points is that *Project Citizen*, a flexible program, can fit into many classroom settings. It can be used successfully in classes covering diverse subject matter and in classes of varying academic ability, including those with gifted and talented students and students of mixed ability. *Project Citizen* is used primarily in sixth through eighth grades, but also with students as young as fifth grade and as old as twelfth grade (Policy Research Project 1998, xvii). For more information about *Project Citizen*, contact the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467; telephone (800) 350-4223; FAX (818) 591-9330; World Wide Web <www.civiced.org>.

**References and ERIC Resources.** The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from commercial reprint services.


Evans, Ronald W. "A Dream Unrealized: A Brief Look at the History of Issue-Centered Approaches." SOCIAL STUDIES 80 (September-October 1989): 178-184. EJ 403 153.

Evans, Ronald W., and David Warren Saxe, Eds. HANDBOOK OF TEACHING SOCIAL ISSUES. NCSS BULLETIN 93. Washington, DC: National Council for the Social Studies, 1996. ED 410 141.

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Massialas, Byron G. "The Inevitability of Issue-Centered Discourse in the Classroom." SOCIAL STUDIES 80 (September-October 1989): 173-175. EJ 403 151.

Policy Research Project Report. AN ASSESSMENT OF WE THE PEOPLE . . . PROJECT CITIZEN: PROMOTING CITIZENSHIP IN CLASSROOMS AND COMMUNITIES. Austin, Texas: Lyndon B. Johnson School of Public Affairs Policy Research Project Report Number 129, 1998.

Rossi, John Allen. THE PRACTICE OF IN-DEPTH STUDY IN AN ISSUES-ORIENTED SOCIAL STUDIES CLASSROOM. Paper presented at the Annual Meeting of the National Council for the Social Studies, November 18, 1994. ED 380 389.

Shaver, James P. "Rationales for Issues-Centered Social Studies Education." SOCIAL STUDIES 83 (May-June 1992): 95-99. EJ 458 397.



**This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.**

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EDO-SO-2000-8 October 2000

# Youth Summits: Law-Related Education for Violence Prevention

By Hannah Leiterman

The youth summit, which engages adolescent students, public officials, and lawyers in discourse and deliberation about critical social problems and legal issues, is becoming a popular method of law-related education. This Digest discusses (1) the youth summit concept in law-related education, (2) examples of youth summits across the United States, (3) support for youth summits by organizations of lawyers and educators, (4) best practices for youth summits, and (5) resources for youth summits.

**The Youth Summit Concept in Law-Related Education.** Youth summits are an important part of law-related education, especially as they address violence prevention. Youth summits bring together students from diverse backgrounds and ask them to work with adults to confront social problems and issues that affect them. Participants have a chance to present their ideas and opinions to policymakers. Thus they can influence law and government through resolution of public issues. By involving young people in solving the problem of youth violence rather than imposing a "treatment" on them, youth summits have a positive impact on young people's behavior as responsible citizens. Youth summits also offer opportunities for participants to learn new skills and knowledge, and instill in young people a sense of responsibility for developing and participating in solutions to the challenges facing their communities.

The models used in many states include pre-summit activities for students and/or teachers, such as law-related education lessons, surveys, background research, and assignments focusing on youth violence. During many summits students develop "action plans" to prevent violence in their schools and communities. Follow-up summit activities include service learning projects, school-based summits, and reports. Youth summits bring diverse experts and speakers from a variety of backgrounds, including police chiefs, juvenile justice officials, college and university professors, members of Congress, lawyers, judges from various courts including the state supreme court, television personalities, and many others.

**Youth Summits Across the United States.** The U.S. Office of Juvenile Justice and Delinquency Prevention's Youth for Justice Program has been promoting youth summits since 1995. A variety of models are used, varying in size from fewer than 50 students to over a thousand. Summits take place in a variety of venues, from school auditoriums and state courthouses, to churches and local TV stations. They cover a plethora of topics important to young people, such as substance abuse and gun safety.

Some summits modify the standard youth summit model to attract special audiences. A "Girls' Summit" in Florida, sponsored by the American Association of University Women, addressed summit topics of importance to young women, such as teen pregnancy and date rape. Other summits go beyond state borders to bring together even wider audiences. An online "Junior Summit," hosted by the Massachusetts Institute of Technology Media Lab, involved students ages 10-16 from around the globe, discussing, in a variety of languages, projects that addressed important world problems.

A National Online Youth Summit conducted in 1999-2000 by the American Bar Association Division for Public Education brought together 1500 high school students from 26 states in "virtual communities" to discuss timely legal and public policy topics of special interest to young people, such as the death penalty and toxic waste disposal. The summit's culminating activity allowed students to "chat" with the lawyers who had argued the case in question before the Supreme Court, as well as other legal experts.

**Support by Lawyers and Educators.** The Wyoming Youth Summit is a striking example of what can be accomplished through the collaboration of bar associations, law-related education programs, and students. The Wyoming Bar Association and Foundation have cooperated with the Wyoming LRE Council to develop highly effective youth summits that provide students in Wyoming with opportunities to meet one another and explore ways to prevent violence. In the course of the 1995 Summit, for example, the 75 students attending decided that Wyoming should pass legislation to create teen courts. The students visited the state capital to make presentations in support of teen courts to House and Senate Judiciary hearings. Their lobbying was a success; teen court legislation passed in 1996. Subsequently, the state bar association and the Wyoming LRE Council cooperated to create teen courts in four Wyoming cities. The resources of the Wyoming Bar Association allowed the LRE Council to develop a youth summit that will have lasting impact on the students involved, as well as young people throughout the state—the future beneficiaries of the teen courts created by the summit.

With a grant from the Lincoln National Corporation in Fort Wayne, Indiana, the Young Lawyers Division of the American Bar Association partnered with local organizations to create "Youth Empowerment Summits" for middle and high school students in 22 cities. One such summit occurred in Fort Wayne, Indiana in May 1998. A planning committee of six public school students and two Catholic school students developed a format in which adult leaders planned the logistical aspects of the summit, while the students selected the topics. Three topics were chosen: teachers' strikes, diversity, and "dangerous choices." The Young Lawyers invited a diverse group of 170 seventh and eighth graders from public schools and Catholic schools in Allen County, Indiana to attend.

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**Hannah Leiterman is a staff associate of the American Bar Association's Division of Public Education.**

They developed a program using the Youth for Justice *Youth Summit Planning Guide*. One session featured a television talk show format with a panel of teachers, two student moderators, and the superintendent of the local school district, who discussed a teachers' work slowdown and contract negotiations. In other sessions, students presented skits on party/drinking scenarios, and local hospital resource people discussed statistics on teen pregnancy and gun violence. The summit was so successful that the schools involved in this event expected it be conducted annually.

**Best Practices for Youth Summits.** Successful youth summits involve the students in some aspect of development: using their advice and opinions by surveying them in advance, including them in planning on an advisory board, or covering topics of their choosing. Student involvement during the summit—debating, role-playing, discussing, etc.—is also important. Students retain knowledge and skills better when they learn actively, and they show greater dedication to achieving the goals of the summit when they assume responsibility for developing those goals.

In summary, the most effective practices for youth summits are:

- involving students in the planning process
- active learning of knowledge and skills
- examining topics relevant to young peoples' lives
- involving community members from legislatures, social service agencies, and the legal profession

**Resources for Youth Summits.** The following resources are recommended to organizers and participants in youth summits:

- **American Bar Association Division for Public Education – Youth Summits:** Includes information on youth summits and in-depth profiles of youth summits around the U.S., as well as youth summit links and resources. Also, the directory of LRE programs at <http://www.abanet.org/publiced/lre/main.html> includes links to the Web site of every state program that offers youth summits. For more information about youth summits, or to order a copy of *Technical Assistance Bulletin No. 18: Youth Summits: Engaging Young People in Violence Prevention*, call (312) 988-5735, or send an e-mail to <publiced@staff.abanet.org>.

- **The Constitutional Rights Foundation Chicago:** <http://www.crfc.org/> Includes the *Youth Summit Planning Guide* in downloadable format; curricula; student guides; a survey; information, graphs, and statistics on past summits; and links to other law-related education and issues-related Web sites (e.g., guns, date rape, hate crimes); call (312) 663-9057.

- **Minnesota Center for Community Legal Education:** <http://www.ccle.fourh.umn.edu> Information and pictures from past summits, links to the text of the legislation future summits will explore, and links to summit speakers and sponsors.

- **National Online Youth Summit:** <http://www.abanet.org/publiced/youth/youth99.html> The American Bar Association Division for Public Education's innovative new national youth summit is profiled here, along with background materials and teaching activities for various summit topics.

- **21st Century Schoolhouse Biennial Summits:** <http://www.viser.net/~gs21/biennial.htm> Features extensive information on the organization's 1997 summit, including a detailed agenda, opening remarks, participants' work, and photographs from the international delegations; information on the 1999 summit; and information about the organization.

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Corvo, Kenneth N. "Community-Based Youth Violence Prevention: A Framework for Planners and Funders." YOUTH AND SOCIETY 28 (March 1997): 291-316. EJ 542 132.

Kivel, Paul, and Allan Creighton. MAKING THE PEACE: A 15-SESSION VIOLENCE PREVENTION CURRICULUM FOR YOUNG PEOPLE. Alameda, CA: Hunter House, Inc., 1997. ED 415 300.

Perry, George S., Jr. YOUTH SUMMITS: YOUTH AND ADULTS AS PARTNERS IN VIOLENCE PREVENTION. Chicago: American Bar Association, 1995. ED 402 233.

Prothrow-Stith, Deborah B. "Violence Prevention in the Schools." NEW ENGLAND JOURNAL OF PUBLIC POLICY 10 (Summer/Fall 1994): 107-122. EJ 536 990.

Wolfe, David A., and Others. ALTERNATIVES TO VIOLENCE: EMPOWERING YOUTH TO DEVELOP HEALTHY RELATIONSHIPS. Thousand Oaks, CA: Sage Publications, Inc., 1997. ED 405 420.

Wright, Norma. FROM RISK TO RESILIENCY: THE ROLE OF LAW-RELATED EDUCATION. Calabasas, CA: Center for Civic Education, 1994. ED 377 123.



**This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. ERIC Digests are in the public domain and may be freely reproduced and disseminated.**

# Character Education

## Character Education: Background

ERIC Number: ED440912
Title: Building Good Citizens for Texas: Character Education Resource Guide. Middle School.
Publication Date: 2000
Pages: 64
Available from: Texas Education Agency, Austin, 1701 North Congress Avenue, Austin, TX 78701. Tel: 512-463-9838; Fax: 512-463-9839; Web site: http://www.tea.state.tx.us.
EDRS Price: MF01/PC03 Plus Postage.
Note: For related resource guides for elementary and high schools, see SO 031 687-689.

Abstract: This Texas education resource guide is provided for teachers to plan a character education program which incorporates "Building Good Citizenship for Texas" into the classroom curriculum and schoolwide activities. The guide points out that, to be effective, instruction in character education must be appropriate to the developmental level of the students at the middle school level; for example, the program should focus on an integration of character education, study skills, critical thinking, and decision-making. The guide suggests that certain components of citizenship be highlighted each month, such as: September: honesty; October: responsibility; November: compassion; December: perseverance; January: loyalty; February: justice; March: self-reliance; April: self-discipline; and May: integrity, and that teachers integrate these components into their lessons when appropriate. The guide presents guidelines and details diverse classroom activities for each of these monthly components. It also discusses community involvement and site-based implementation and suggests schoolwide activities. (BT)

Descriptors: *Citizenship; *Citizenship Education; *Ethical Instruction; Middle School Students; Middle Schools; *Moral Development; *Public Schools; *Student Development; Study Skills; Thinking Skills
Identifiers: *Character Education; *Texas

ERIC Number: ED440069
Title: Character Education: The Missing Ingredient of Preservice Teacher Education Programs.
Author: Munson, Barbara R.
Publication date: 2000
Pages: 11
EDRS Price: MF01/PC01 Plus Postage.
Note: Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (52nd, Chicago, IL, February 26-29, 2000).

Abstract. Research indicates that the overwhelming majority of preservice teacher education programs in the United States do not offer significant instruction in the methodology of teaching character, morals, values, and virtue. Consequently, upon graduation these beginning teachers are ill-equipped to deal with the complex social and behavioral problems that face them in today's classrooms. Future teachers need to be specifically taught how to meet the overriding goals of education: to make students both intellectually smart and morally good. The first section of the paper discusses the need for a character education curriculum, focusing on: the history of moral education; the philosophy of moral education; developmental theories regarding character education; the implications of sociological

trends; and transmission of moral education. The second section focuses on foundational issues of character education, noting the benefits of integrating character education into the classroom. The third section discusses inservice character education programs. A final section discusses the two primary goals of education (helping students become intellectually smart and morally good). (Contains 12 references.) (SM)

Descriptors: Elementary Secondary Education; *Ethical Instruction; Higher Education; Inservice Teacher Education; Moral Development; *Moral Values; Preservice Teacher Education; Student Attitudes; Student Behavior; Teacher Attitudes
Identifiers: Character Development; *Character Education

ERIC Number: EA536370
Title: It's Time for Schools to Implement Character Education.
Author(s) Schaeffer, Esther F.
Source: NASSP Bulletin, v83 n609 p1-8 Oct 1999
Publication Date: 1999
ISSN: 0192-6365

Abstract: The Character Education Partnership, a national coalition, has developed 11 principles to help students internalize desirable societal values. Successful character-education programs require committed school leadership, a common vocabulary, staff development, integration with academics, a focus on respect for others, and service learning. Program results can be dramatic. (9 references) (MLH)

Descriptors: Elementary Secondary Education; *Ethical Instruction; Leadership Responsibility; *Prevention; Service Learning; Social Problems; Staff Development; *Values Education; *Violence; Vocabulary; Youth Problems
Identifiers: *Character Education; *Character Education Partnership; Respect

ERIC Number: EA536265
Title: Religion and Character Education.
Author(s) Lickona, Thomas
Source: Phi Delta Kappan, v81 n1 p21-24,26-27 Sep 1999
Publication Date: 1999
ISSN: 0031-7217

Abstract: Character educators can recognize religion's contribution to our culture while honoring the First Amendment. Schools can help students understand religion's role in our nation's beginnings, major social-reform movements, and individuals' motivation; construct special curricula; and encourage students to tap inner resources to address social issues and ultimate questions. Contains 20 references. (MLH)

Descriptors: Curriculum; Elementary Secondary Education; *Ethical Instruction; *Moral Values; *Public Education; *Religion; *Religious Factors; Social Action; *State Church Separation; United States History
Identifiers: *Character Education; First Amendment

ERIC Number: ED431703
Title: Character Development in the Catholic School.
Author(s) Cronin, Patricia H., Ed.
Pages: 80
Publication Date: 1999
ISBN: 1-55833-224-3
EDRS Price: MF01/PC04 Plus Postage.
Available from: National Catholic Educational Association, Dept. of Elementary

Schools, 1077 30th Street NW Suite 100, Washington, DC 20007-3852; Tel: 202-337-6232; Fax: 202-333-6706; Web site: http://www.ncea.org ($9; 5 or more $8 each member/$12 nonmember).

Abstract: This collection of essays addresses the particular qualities of character education in Catholic schools. The focus of the essays is on developing Christian character in students and the envisionment of the Catholic school graduate as a Christ-like person. Specific suggestions are made for early childhood, middle school, and secondary school teachers. The eight essays are as follows: (1) "Character Development in the Catholic School" (Patricia H. Cronin); (2) "Character Education and Our Children" (Mary Sherman); (3) "The Gift of Love...The Heart of Virtue" (Mary Carol Gentile); (4) "Character Education: Reflections from a High School Principal" (John Hoffman); (5) "A Perspective from a Religious Educator" (Kimberly Klugh); (6) "A Reflection from a Superintendent of Schools" (William Carriere); (7) "A Perspective from a Catholic University Educator" (Mary Peter Travis); and (8) "Character Development Is Non-Negotiable" (Matthew J. Thibeau). (BT)

Descriptors: Administrator Role; *Catholic Educators; *Catholic Schools; Elementary Secondary Education; Ethics; Higher Education; Parent Role; Private Education; *Religious Education; Teacher Role
Identifiers: *Character Development; *Character Education

ERIC Number: ED423501
Title: Building Character in Schools: Practical Ways To Bring Moral Instruction to Life.
Author(s) Ryan, Kevin; Bohlin, Karen E.
Pages: 280
Publication Date: 1999
Notes: Foreword by Sanford N. McDonnell.
ISBN: 0-7879-4344-4
Document Not Available from EDRS.
Available from: Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104; Tel: 888-378-2537 (Toll Free); Fax: 800-605-2665; Web site: http://www.josseybass.com ($25).

Abstract: Character education is the hinge upon which academic excellence, personal achievement, and true citizenship depend. This volume provides guidance for educators who wish to help children forge good character. Its seven chapters create a blueprint for integrating character education into the curriculum. Chapters include (1) "Character Education: What Is It and Why Is It Important?"; (2) "Views, Values, or Virtues?"; (3) "Building a Community of Virtue"; (4) "Cultivating Character through the Curriculum"; (5) "Engaging Parents in Character Education"; (6) "The Teacher's Work: Nurturing Character"; and (7) "Helping Students Take Command." Three groups of appendixes provide resources. Part 1, "Good Ideas," includes: "The Character Education Manifesto" (K. Ryan, K. E. Bohlin, J. Thayer); "A Seven-Point Program" (S. S. Tigner); "An Overview of the Virtues" (J. B. Stenson); "The Montclair Kimberly Academy Declaration" (P. Greer); "The Boston University Educators Affirmation" (S. S. Tigner); and "Character Quotes." Part 2, "Action Strategies" includes: "One Hundred Ways To Bring Character Education to Life"; "Pitfalls To Avoid in Character Education"; and "Ten Commandments for Parents." Part 3, "Curriculum," includes: "Exemplary Moral Education Curricula"; "Sample Mini-Unit: 'Jonah and the Whale'"; "Sample Mini-Unit: 'Sadako and the Thousand Paper Cranes'"; and "Sample Mini-Unit: 'The Little Prince.'" (EMK)

Descriptors: Children; Elementary Education; *Ethical Instruction; Moral Development; Moral Values; Parenting Skills; *Personality; *Student Development; Teacher Role; Values
Identifiers: Character Development; *Character Education

ERIC Number: ED432525
Title: Partnerships in Character Education. Second Year Performance Report.
Pages: 35
Publication Date: November 1998
EDRS Price: MF01/PC02 Plus Postage.

Abstract: This report states that 21 South Carolina school districts are currently implementing "character education" through the Federal Partnerships in Character Education Grant and that in this, the second year of the grant, 17 district applications were selected to receive subgrant awards from the 21 that applied in December 1997. The report details activities that the Character Education Office has undertaken to fulfill the terms of the original grant. It reviews the project status and discusses evaluation activities for the four pilot projects, as well as evaluation activities for the 17 subgrant recipients. The report provides budget information, showing how monies were allocated. It presents supplemental information/changes; most of the changes center around how the character education program is disseminated in South Carolina, specifically the turning away from paper processes towards online information for schools and districts. The report contains two graphs and attachments with information about individual school districts and their character education programs. (BT)

Descriptors: Budgets; Elementary Secondary Education; Government School Relationship; *Partnerships in Education; Program Descriptions; Program Evaluation; School Districts; Social Studies; State Programs; *Student Educational Objectives
Identifiers: Character Development; *Character Education; *South Carolina; Technology Integration

ERIC Number: EJ584895
Title: Character Education: Seven Crucial Issues.
Author(s) Lickona, Thomas
Source: Action in Teacher Education, v20 n4 p77-84 Win 1998
Publication Date: 1998
ISSN: 0162-6620

Abstract: Discusses seven issues related to character education: the relationship between character and virtue; the nature of character education; the goals of character education; the psychological components of character; the content of character; the components of a comprehensive approach to character education; and how schools of education can prepare effective character educators. (SM)

Descriptors: Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Moral Values; Preservice Teacher Education; Teacher Role; *Values Education
Identifiers: Character Development; *Character Education

ERIC Number: EA535208
Title: Character Education Makes a Difference.
Author(s) Schaeffer, Esther F.
Source: Principal, v78 n2 p30-32 Nov 1998
Publication Date: 1998
ISSN: 0271-6062

Abstract: The Character Education Partnership aims to surround students with an

environment that exhibits, teaches, and encourages practice in internalizing and exemplifying needed social values. Ten schools selected for a recent study illustrate successful efforts to build caring, respectful, and responsible children and adults. A sidebar lists 11 effective character-education principles for principals. (MLH)

Descriptors: *Educational Environment; Elementary Education; *Ethical Instruction; *Moral Values; Partnerships in Education; Principals; School Safety
Identifiers: *Character Education Program

ERIC Number: ED425117
Title: A Call to Civil Society: Why Democracy Needs Moral Truths. A Report to the Nation from the Council on Civil Society.
Pages: 33
Publication Date: 1998
ISBN: 0-9659841-2-5
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Institute for American Values, 1841 Broadway, Suite 211, New York, NY 10023; Tel: 212-246-3942 ($7).

Abstract: This report states there are at least 12 seedbeds of civic virtue considered to be the foundational sources of competence, character, and citizenship. The report also claims that the decline of these qualities is cause for weakening morality and the endangerment of continuing self-governance; and as the social morality deteriorates, life becomes harsher and less civil for everyone, and social problems multiply. The report states the primary challenge for the United States is the moral renewal of the democracy through three proposed goals: (1) to increase the likelihood that more children will grow up with their two married parents; (2) to adopt a new "civil society model" for evaluating public policies and solving social problems; and (3) to revitalize a shared civic story informed by moral truth. A strategy for renewal is given that outlines 41 recommendations to the family, community, religious institutions, voluntary civic organizations, the arts and art institutions, local government, primary and secondary education, higher education, business, labor, and economic institutions, and media institutions. A shared civic faith, a common civic purpose, and a public moral philosophy also are recommended. (LB)

Descriptors: Citizenship Education; Civics; *Democracy; *Moral Values; *Self Determination; Social Problems
Identifiers: Character Education

ERIC Number: ED426910
Title: The Construction of Children's Character. Ninety-Sixth Yearbook of the National Society for the Study of Education. Part II.
Author(s) Molnar, Alex, Ed.
Pages: 196
Publication Date: 1997
Notes: For related document, see ED 411 447.
ISSN: 0077-5762
Document Not Available from EDRS.
Available from: University of Chicago Press, Order Dept., 11030 South Langley Avenue, Chicago, IL 60628; Tel: 800-621-2736 (Toll Free); Fax: 800-621-8476; Web site: http://www.press.uchicago.edu ($24).

Abstract: This book presents a comprehensive and critical assessment of contemporary character education theory and practice from a variety of perspectives: historical, cultural, philosophical, psychological, empirical, political, and ethical. The essays in this book are divided into five sections intended to help develop a

well-grounded understanding of the complex nature of character education in the United States. Section 1, "The Philosophical/Educational/Research Context," offers chapters: (1) "Character Education and Community" (Nel Noddings); (2) "Character Education from Four Perspectives on Curriculum" (William H. Schubert); and (3) "Research and Practice in Character Education: A Historical Perspective" (James S. Leming). Section 2, "Traditionalist Character and Character Education," include: (4) "Educating for Character: A Comprehensive Approach" (Thomas Lickona); (5) "For-Character Education" (Edward A. Wynne); and (6) "Schools, Character Development, and Citizenship" (Jacques A. Benninga). Section 3, "Expansive Views of Character and Character Education," (7) "Connections between Character Education and Multicultural Education" (Geneva Gay); (8) "Chemistry or Character?" (Hugh Sockett); (9) "What Inner-City Children Say about Character" (Beverly Cross); and (10) "School as a Caring Community: A Key to Character Education" (Eric Schaps, Victor Battistich, Daniel Solomon). Section 4, "Critics of Character Education," contains: (11) "The Politics of Character Education" (David Purpel); (12) "The Trouble with Character Education" (Alfie Kohn); and (13) "Commercial Culture and the Assault on Children's Character" (Alex Molnar). Section 5, "Character Education: Searching for a Definition," concludes with the essay "What is Character Education?" (Alan L. Lockwood). (EH)

Descriptors: Children; *Citizenship; *Citizenship Education; Codes of Ethics; Elementary Education; Ethical Instruction; Ethics; Integrity; *Moral Development; *Moral Values; Multicultural Education; Social Studies
Identifiers: *Character Education

ERIC Number: EJ557592
Title: Character Education as a Key Component of School Reform.
Author(s) Dobbs, Dennis
Source: Social Studies Review, v37 n1 p54-55 Fall-Win 1997
Publication Date: 1997
Notes: Theme issue on "Character Education."
ISSN: 1056-6325

Abstract: Posits character education as an integral element in transforming the mission and purpose of schooling. Discusses the grass-roots and collaborative efforts of educators in organizing information and support networks implementing character education. Maintains that character education is necessary to correct the antisocial messages and gratuitous violence presented in the media. (MJP)

Descriptors: Citizenship Education; Curriculum Design; Curriculum Development; Educational Change; *Educational Cooperation; *Educational Objectives; *Educational Planning; Educational Responsibility; Elementary Secondary Education; *Ethical Instruction; Moral Development; Moral Values; Program Implementation; Quality of Life; Role of Education; Social Networks; Social Problems; *Values Education
Identifiers: California; *Character Education

ERIC Number: EJ557584
Title: The Educator's Responsibility: Pitfalls to Avoid in Character Education.
Author(s) Ryan, Kevin; Bohlin, Karen
Source: Social Studies Review, v37 n1 p32 Fall-Win 1997
Publication Date: 1997
Notes: Theme issue on "Character Education."
ISSN: 1056-6325

Abstract: Identifies 11 pitfalls to avoid when implementing character education in a classroom or school. Some pitfalls include reduction of literature study to the search for a moral lesson; the "do as I say, not as I do" mentality; and reliance on posters, slogans, and glitzy gimmicks. (MJP)

Descriptors: *Citizenship Education; Curriculum Development; Educational Responsibility; Elementary Secondary Education; *Ethical Instruction; *Guidelines; *Instructional Effectiveness; Moral Development; Moral Values; Outcomes of Education; Social Development; Social Problems; Social Values; Socialization; *Teacher Behavior; Teacher Student Relationship; *Values Education
Identifiers: *Character Education

ERIC Number: ED398327
Title: Character Education in America.
Author(s) Greenawalt, Charles E., II
Pages: 14
Publication Date: March 1996
EDRS Price: MF01/PC01 Plus Postage.

Abstract: A national consensus has been developing in recent years on the crisis of values faced by the United States. A measure that has recently reemerged and captured a measure of public attention is character education. This paper examines the degree to which state governments and their educational establishments have attempted to use character education in their schools. Character education in American schools dates from the foundations of public education. In 1993, a Gallup Poll found that 79% of Americans favored traditional character education in schools. Some states actually mandate character education. A good example of a statewide character education program is that of Georgia. How to provide value education is a local decision, but the state suggests program formats and values-promoting activities. The state provides no direct funding, but suggests some sources of funds. In New Hampshire, the approach to character education is indirect. The state has established a values education program for use by teachers in the classroom. Character education, as states are coming to recognize, can be part of the solution to the problems facing America's youth. (SLD)

Descriptors: Disadvantaged Youth; *Educational Change; Educational History; Elementary Secondary Education; Financial Support; *Government Role; *Inservice Teacher Education; *State Programs; Teaching Methods; Urban Youth; *Values Education; Youth Problems
Identifiers: *Character Education; Georgia; New Hampshire

ERIC Number: ED407299
Title: Character Education Manifesto.
Pages: 9
Publication Date: February 1996
EDRS Price: MF01/PC01 Plus Postage.
Available from: Center for the Advancement of Ethics and Character, Boston University School of Education, 605 Commonwealth Avenue, Boston MA 02215; telephone: (617) 353-4794.

Abstract: This paper describes guiding principles of educational reform founded upon character education. The signatories of the declaration recognize the following precepts for character education: (1) Education in its fullest sense is inescapably a moral enterprise; (2) We strongly affirm parents as the primary moral educators of their children and believe schools should build a partnership with the home; (3) Character education is about developing virtues--good habits and dispositions which lead students to responsible and mature

adulthood; (4) The teacher and the school principal are central to this enterprise and must be educated, selected, and encouraged with this mission in mind; (5) Character is not a single course, a quick-fix program, or a slogan posted on the wall but an integral part of school life; (6) The human community has a reservoir of moral wisdom, much of which exists in our great stories, works of art, literature, history and biography; and (7) Finally, young people need to realize that forging their own characters is an essential and demanding life task. The signatories represent education, government, industry, and various educational and youth foundations. (EH)

Descriptors: *Codes of Ethics; Elementary Secondary Education; Integrity; *Moral Development; *Moral Values; *Personality; *Personality Development; *School Community Relationship; Social Cognition
Identifiers: *Character Education

ERIC Number: EJ522263
Title: The Commitment to Character: A Basic Priority for Every School.
Author(s) Boyer, Ernest L.
Source: Update on Law-Related Education, v20 n1 p4-8 Win 1996
Publication Date: 1996
ISSN: 0147-8648

Abstract: Endorses the movement, popular among parents and teachers, for implementing ethical instruction in the K-12 curriculum. Discusses the needs and benefits of such instruction. Examines the question of "whose values" are to be taught, and arrives at a consensus of core values, including honesty, compassion, self-discipline, and respect. (MJP)

Descriptors: *Citizenship Education; Citizenship Responsibility; Elementary Secondary Education; *Ethical Instruction; Interpersonal Competence; Law Related Education; Moral Development; *Moral Values; Quality of Life; *School Role; *Social Development; Social Responsibility; *Social Values; Socialization; Values Clarification; Values Education
Identifiers: Bennett (William J); Coles (Robert)

ERIC Number: ED393743
Title: Moral Education for Americans.
Author(s) Heslep, Robert D.
Pages: 218
Publication Date: 1995
ISBN: 0-275-95197-9
Document Not Available from EDRS.
Available from: Praeger Publishers, 88 Post Road West, Westport, CT 06881 (paperback: ISBN-0-275-95197-9; hardcover: ISBN-0-275-95073-5).

Abstract: This book addresses the widening and deepening decline of the control of behavior toward one another that has emerged in the United States since the middle of this century, viewed by the writer as a profound problem. The volume argues the solution is a conception of moral education. The rationale here is developed in a dialogical form and discussed at the practical as well as the theoretical level. The book has 10 chapters that include: (1) "A Dire Need for Moral Education"; (2) "The Norms of Moral Agency"; (3) "The Feasibility of the Norms"; (4) "The Goal of Moral Education"; (5) "The Content of Moral Education"; (6) "The Pedagogy of Moral Education"; (7) "Moral Education for the United States"; (8) "Moral Education for Natalene Turner"; (9) "Moral Education for The Force"; and (10) "Implications." A bibliography also is included. (EH)

Descriptors: Codes of Ethics; *Ethical

Instruction; *Ethics; Integrity; *Moral Development; *Moral Values; *Philosophy; Values; *Values Education

ERIC Number: EJ511707
Title: The Ten Commandments of Character Education.
Author(s) Ryan, Kevin
Source: School Administrator, v52 n8 p18-19 Sep 1995
Publication Date: 1995
ISSN: 0036-6439

Abstract: Applies 18th-century educator Horace Webster McGuffey's "Ten Commandments of Character Education" to contemporary schools. Educators shall set a good example, inspire staff, use the formal and hidden curricula, regard parents as partners, stick to basics, use moral language, walk their talk, reward good character, and have a clear mandate. (MLH)

Descriptors: *Educational History; Elementary Secondary Education; *Guidelines; Hidden Curriculum; Incentives; *Moral Values; Parent School Relationship; *Values Education
Identifiers: *Character Education; *McGuffey (Horace Webster)

ERIC Number: EJ498919
Title: Transmitting Character in Schools--Some Common Questions and Answers.
Author(s) Wynne, Edward A.
Source: Clearing House, v68 n3 p151-53 Jan-Feb 1995
Publication Date: 1995
ISSN: 0009-8655

Abstract: Presents 14 questions and answers that deal with moral education and character formation in particular schools and classrooms. Suggests that schools which move in a "for character" direction are moving toward the "hallowed goal" of school community, so widely praised by educational reformers. (RS)

Descriptors: Codes of Ethics; Elementary Secondary Education; *Ethical Instruction; *Ethics; *Moral Development; *Moral Values; *Public Schools; Values
Identifiers: *Character Education

ERIC Number: ED352310
Title: Schools and the Shaping of Character: Moral Education in America, 1607-Present.
Author(s) McClellan, B. Edward
Pages: 137
Publication Date: 1992
ISBN: 0-941339-16-5
EDRS Price: MF01/PC06 Plus Postage.
Available from: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East 10th Street, Suite 120, Bloomington, IN 47408-2698.

Abstract: Debates about how moral education ought to be provided have engaged many of the best minds in education and stirred public controversies throughout U.S. history. The vast array of European peoples who settled the American colonies brought a commitment to moral education and a variety of approaches to the task. While French and Spanish settlers brought Catholicism to the New World, northern European Protestants did the most to give moral education its character in the original 13 colonies. The 19th century brought an insistence on rigid self-restraint, moral purity, and cultural conformity. Public schools became the preferred educational institutions for most citizens as state systems expanded rapidly. A movement to establish nonsectarian schools grew out of Protestant social thought and modes of organization. At the same time,

Sunday schools appeared to bring Christian discipline and discipleship to the working classes. As the schools of the late 19th and early 20th centuries expanded their functions, moral education was forced to compete for a place in an increasingly crowded curriculum. By the 1940s the role of moral education began to erode. Throughout the 1960s and 1970s, schools either adopted neutrality with regard to moral questions or became indifferent to them. At the same time, however, some educators and others sought to restore moral education in the schools. In more recent years, there have been efforts: (1) to take nontraditional approaches to moral education; (2) to restore virtue-centered character education; or (3) to provide public support to private schools. Few can doubt that the decision regarding whether to restore moral education in the schools will be a fateful one. (LBG)

Descriptors: Catholics; *Christianity; Cultural Influences; *Educational History; Elementary Secondary Education; *Ethical Instruction; Moral Values; Protestants; *United States History
Identifiers: *Moral Education; Nineteenth Century; Twentieth Century

ERIC Number: ED337451
Title: Educating for Character. How Our Schools Can Teach Respect and Responsibility.
Author(s) Lickona, Thomas
Pages: 477
Publication Date: 1991
ISBN: 0-553-07570-5
Document Not Available from EDRS.
Available from: Bantam Books, 666 Fifth Avenue, New York, NY 10103 ($22.50).

Abstract: Drawing from research, this book examines the current state of moral education, and asks how schools can foster the moral development of children. Following a preface, the book is divided into three parts. The first part is entitled "Educating for Values and Character" and contains four chapters: (1) The Case for Values Education; (2) Educating for Character: Why Schools Need Help from Home; (3) What Values Should Schools Teach? and (4) What is Good Character? Part Two, "Classroom Strategies for Teaching Respect and Responsibility," includes an introduction to parts two and three: "Teaching Respect and Responsibility: The Big Ideas" as well as 11 chapters: (5) The Teacher as Caregiver, Model, and Mentor; (6) Creating a Moral Community in the Classroom; (7) Moral Discipline; (8) Creating a Democratic Classroom Environment: The Class Meeting; (9) Teaching Values through the Curriculum; (10) Cooperative Learning; (11) The Conscience of Craft; (12) Encouraging Moral Reflection; (13) Raising the Level of Moral Discussion; (14) Teaching Controversial Issues; and (15) Teaching Children to Solve Conflicts. The final section, "Schoolwide Strategies for Teaching Respect and Responsibility," contains five chapters: (16) Caring beyond the Classroom; (17) Creating a Positive Moral Culture in the School; (18) Sex Education; (19) Drugs and Alcohol; and (20) Schools, Parents, and Communities Working Together. An appendix, "Getting Started and Maintaining Momentum," is included. (LL)

Descriptors: Altruism; Classroom Techniques; *Controversial Issues (Course Content); Cooperative Learning; Drug Use; Educational Environment; Elementary Secondary Education; Higher Education; *Moral Values; Personality Development; Sex Education; *Student Responsibility; Teaching Methods; *Values Education
Identifiers: *Moral Behavior; *Respect; Value Sharing

## Character Education: Teaching Materials

ERIC Number: ED435055
Title: The START Curriculum: An Interactive and Experiential Curriculum for Building Strong Character and Healthy Relationships in Middle and High Schools.
Author(s) Martin, Craig; Lehr, Judy
Pages: 223
Publication Date: 1999
ISBN: 0-932796-95-8
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: Educational Media Corp., P.O. Box 21311, Minneapolis, MN 55421. Tel: 612-781-0088; Fax: 612-781-7753; e-mail: emedia@usinternet.com

Abstract: This booklet is designed for teachers and counselors in middle schools and high schools who are teaching the Sharing Today and Responsibility Tomorrow (START) Curriculum. The mission of the START Curriculum is to help students develop strong character by providing them with awareness, knowledge, and skills for building healthy relationships with themselves, important others, and the community. This is accomplished through experimental and interactive activities that do not lecture or proselytize. This curriculum may be used as a standalone semester-long course, in group counseling situations, as an adjunct to life skills and teen living courses, and within religious organizations. It is appropriate for middle school age students to adults. The introduction section of the booklet discusses how to and who should use the curriculum, grading and assessment, the history of the program, which activities to include if presentation of the curriculum is abbreviated, and solution-focused questions. The rest of the booklet is dedicated to the presentation of 80 activities, with accompanying handouts for most. Descriptions of activities provide objectives of the activity, sequential procedure for the activity, and suggested questions for processing issues raised within the activity. (Contains 17 resources.) (MKA)

Descriptors: Adolescents; Class Activities; *Daily Living Skills; Elementary School Curriculum; Evaluation; Group Counseling; High School Students; High Schools; *Interpersonal Relationship; Middle School Students; Middle Schools; Questioning Techniques; Secondary School Curriculum
Identifiers: *Character Development; *Character Education

ERIC Number: ED409101
Title: License To Lead: A Middle Level Curriculum that Develops Awareness of Positive Leadership and Decision Making in the School and Community.
Author(s) Lankford, David; McKay, Linda
Pages: 37
Publication Date: 1996
ISBN: 0-88210-309-1
EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.
Available from: National Association of School Principals, 1904 Association Drive, Reston, VA 20191-1537; phone: 800-253-7746, 703-860-0200; fax: 703-476-5432; e-mail: nassp@nassp.org (Product No. 6209601).

Abstract: This curriculum is designed to increase middle level students' understanding of positive leadership through ethical decision making, and to help them apply knowledge learned to realistic situations. The program objectives are to: (1) provide students with an understanding of the characteristics needed for positive leadership; (2) provide participants with a system of principles based on values and ethics that

promote positive leadership; (3) provide participants with definitions of values and ethics; (4) develop an understanding of how values and ethics are acquired; (5) develop a personal and school/community creed; (6) provide participants with a process for making ethical decisions; (7) provide participants with the opportunity to explore the application of ethical values to school and society; and (8) develop an understanding of the relationship between values and ethics and leadership. Fifteen class period units are provided which combine cognitive learning, interactive exercises, and small group discussions. The units address: (1) positive leadership characteristics; (2) choices and values; (3) how and when values are acquired; (4) community social values; (5) making good choices; (6) group dilemma; (7) individual group dilemma; (8) small group dilemma reports; (9) leadership license; (10) follow-ups; and (11) evaluation. Each unit includes specific activities, objectives, materials lists, process guidelines, and student assignments. Eleven student handouts are also included. (SD)

Descriptors: Adolescents; Community Leaders; Curriculum Guides; *Decision Making; Decision Making Skills; Ethical Instruction; Ethics; Intermediate Grades; Junior High Schools; Leaders; Leaders Guides; *Leadership; Leadership Qualities; *Leadership Training; *Middle Schools; *Moral Development; Moral Values; Problem Solving; Student Leadership; Youth Leaders

Identifiers: Character Development; Character Education; *Character Education Program; *Leadership Development Program; Leadership Effectiveness; Middle School Students

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ERIC Number: ED435051

Title: Character Education Activities for K-6 Classrooms.

Author(s) Peyser, Sandra; McLaughlin, Miriam

Pages: 127

Publication Date: 1997

ISBN: 0-932796-85-0

EDRS Price: MF01 Plus Postage. PC Not Available from EDRS.

Available from: Educational Media Corp., P.O. Box 21311, Minneapolis, MN 55421. Tel: 612-781-0088; Fax: 612-781-7753; e-mail: emedia@usinternet.com

Abstract: Each year more children come to school unprepared to relate appropriately to others and to contribute to a positive school climate. These children seem to have more problems and less ability to cope with the structural environment of the school. Educators tend to agree that many children lack the character traits necessary for healthy, positive growth and development. Many factors contribute to this situation. Family mobility separates people from their extended families; children spend a limited amount of time with their parents or other influential family members; and children often view inappropriately portrayed behaviors on television and in the movies. Schools have identified character education as part of the solution. This book offers character education activities for the classroom than can be integrated into the school day. It presents 52 activities that can be included in social studies, health, and language arts lessons. The activities are designed for counselors, social workers, and other student services personnel to use when working with individuals, small groups, and classroom guidance. Activities focus on responsibility, good citizenship, compassion, cooperation, and character formation.
(Contains 7 references.) (JDM)

Descriptors: *Childhood Attitudes; Children; *Citizenship Education; Class Activities; *Educational Environment; Elementary Education; Elementary School Students; Environmental Influences; Family Influence; Family School Relationship; Group Activities; Individual Activities; Individual Development; Learning Activities; Personality; School Counseling; School Counselors; School Readiness; Student Attitudes; Student Development; Teachers; *Values Education
Identifiers: *Character Development

ERIC Number: EJ522275
Title: Will a School District's Character Education Proposal Help Its Students Attain the American Dream? Student Forum.
Author(s) Kopecky, Frank
Source: Update on Law-Related Education, v20 n1 p47-51 Win 1996
Publication Date: 1996
ISSN: 0147-8648

Outlines instructions for conducting a student forum addressing the relevance and appropriateness of character education. Five students agree to portray fictional members of the panel (teacher, minister, single parent). The rest of the class researches the issue and asks questions. (MJP)

Descriptors: *American Dream; *Citizenship Education; Citizenship Responsibility; *Civics; *Ethical Instruction; Group Discussion; Law Related Education; Lesson Plans; Moral Values; Religious Factors; Role Playing; School Role; Secondary Education; Social Responsibility; Social Values; State Church Separation; *Student Projects; Student Research; Values Clarification; *Values Education

ERIC Number: EJ522271
Title: Quotations, Core Values, and Storytelling. Teaching Strategy.
Author(s) Mertz, Gayle
Source: Update on Law-Related Education, v20 n1 p33-35 Win 1996
Publication Date: 1996
ISSN: 0147-8648

Abstract: Describes a lesson plan that utilizes stories and quotes to facilitate a discussion concerning behavior and character. Students chose material that illustrates certain character traits (fairness and justice, respect). A worksheet assignment contains relevant and stimulating questions. (MJP)

Descriptors: Behavior; Citizenship Education; Citizenship Responsibility; *Ethical Instruction; Interdisciplinary Approach; *Law Related Education; Lesson Plans; Middle Schools; *Moral Values; Secondary Education; Social Responsibility; *Social Values; *Story Telling; Student Characteristics; Values Clarification; *Values Education
Identifiers: *Aspen Declaration

ERIC Number: EJ468418
Title: The Challenge of Building Character.
Author(s) Phelps, Patricia H.
Source: Clearing House, v66 n6 p353-55 Jul-Aug 1993
Publication Date: 1993
ISSN: 0009-8655

Abstract: Describes eight techniques that teachers can use to build good character in students, resulting in greater respect and responsible behavior. (HB)

Descriptors: Adolescents; *Ethical Instruction; *Ethics; Moral Values; Secondary Education; *Student Attitudes;

*Teaching Methods

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EDO-SO-2000-7

September 2000

# Character Education

By Evelyn Holt Otten

Imagine the following school scenario. All participants are treated with respect and valued as human beings. The school is a warm, welcoming environment with student work displayed prominently throughout. Smiling staff greet newcomers and call students by their first names. The usual hubbub of learning is present but it is conversational and polite. Students are responsible for their behavior, and teachers model expectations for behavior to reinforce positive social attitudes. Community members are valued for more than just monetary support and offer learning laboratories for the students. Parents are active partners in more than just "back to school" activities; they participate in their children's lives and learning. Does this description sound "Pollyannaish"? Is this scenario unachievable? Such a scenario is reality in many schools with a character education program.

This ERIC Digest explores (1) the various definitions of and approaches to character education; (2) divergent points of view on character education in the schools; and (3) sample character education programs.

**Definitions and Approaches.** "Character education" is an umbrella term used to describe many aspects of teaching and learning for personal development. Some areas under this umbrella are "moral reasoning/cognitive development"; "social and emotional learning"; "moral education/virtue"; "life skills education"; "caring community"; "health education"; "violence prevention"; "conflict resolution/peer mediation" and "ethic/moral philosophy" (Character Education Partnership 1999, 3). As indicated by the variety of terms associated with it, character education is broad in scope and difficult to define precisely.

Character education treats various aspects of moral education, civic education, and character development. Its multi-faceted composition makes character education a difficult concept to address in schools. Each component provides a slightly different slant on what is important, and what should be taught.

Moral education addresses ethical dimensions of the individual and society and examines how standards of right and wrong are developed. Ancient philosophies and religions provide the foundations for moral discussions and ethical considerations about restoration of virtues to the schools (McClellan 1992).

Civic education provides opportunities for active involvement in the democratic processes of the school and community. A knowledge base includes principles and values of democracy from which students examine their civil rights and responsibilities and participate in the local community for the public good. Civic dispositions, characteristics of the good citizen in a democracy, are examined and emphasized in both classroom-based lessons and extra-curricular activities.

Character development is a holistic approach that connects the moral dimension of education to the social and civic realms of students' lives. Basic attitudes and values of the society are identified and reinforced in the school and community. Those who say schools do not reinforce social values have failed to examine the underpinnings of the educational system and its expectations. Education is value-laden, as the society determines what will or will not be modeled. Morals are "caught, not taught," and "classroom life is saturated with moral meaning that shapes students' character and moral development" (Ryan 1996, 75).

In character education, the school community identifies the core values of the school and works to teach and reinforce those shared values within the students' lives. Consensus must be reached to develop the shared vision of what character traits should be fostered (Haynes 1994). Those character traits should permeate the child's learning environment, whether in the classroom, hallway, gymnasium, cafeteria, sports arena, or local restaurant. The character traits are part of the fabric of the whole community, and all stakeholders model the desired behaviors.

Character education is often introduced into the classroom through the study of heroes and heroines. Students examine the character traits personified in the heroes and heroines. Yet such study is only one part of the whole of character education when it is infused into the school community's ethos. "To become grounded in basic values, students must see good examples in all aspects of school life and be taken seriously" (Black 1996, 29).

**Divergent Points of View.** The inclusion of character education is often a thorny issue for schools. Critics raise questions about "whose values" are to be taught. Some critics consider character education to be indoctrination in values contrary to those taught at home. If the selected values, however, are outcomes of decisions involving all stakeholders in the school community, then they should not conflict with those taught at home.

Another criticism is that character education has no "substantive" quality and does little to improve scores on standardized tests. How do we know if it is working? What about performance on those high-stakes tests?

Many schools with successful character education programs have observed fewer disciplinary referrals for misbehavior, improved school attendance, fewer student drop-outs, and higher performance scores on standardized achievement tests (Wynne and Ryan, 1997). If schools become welcoming, supportive places for students, students are more likely to attend and stay on task. Student achievement is likely to improve.

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**Sample Programs.** Numerous programs exist for character education. These models offer a variety of approaches that may be modified for the local school community. The following examples are a sampling of worthy programs.

Character Counts! <www.charactercounts.org> is a voluntary partnership which supports character education nationally. The six pillars of character identified by the coalition include respect, responsibility, trustworthiness, caring, fairness, and citizenship. A variety of resource materials are available, along with training sessions and awards recognition.

The Giraffe Project <www.giraffe.org> challenges participants to "stick their necks out" for good character. The program offers examples of heroes who "stuck their necks out" for the care and concern of others. Students explore the difference between "hero" and "celebrity" and work toward developing a caring local community. Resource materials are available for students in K-12.

The Character Education Partnership <www.character.org> was founded in 1993 as a national nonpartisan coalition for character education. The CEP recognizes National Schools of Character which serve as models of exemplary character education practice in the country.

Over 30 states in the United States have received U.S. Department of Education character education state grants. Sixteen states have legislation regarding character education. In 1995 the Indiana General Assembly passed a mandate for good citizenship education and delineated 13 character qualities necessary for Indiana Citizens, described at <ideanet.doe.state.in.us/charactered/instruction.html>. This legislation was a restatement of similar passages of statutes enacted in 1937 and 1975 (Indiana Department of Education, 1999, xvii). To accomplish the objectives of the legislation, the Indiana Department of Education created *Partners for Good Citizenship: Parents, Schools, Communities*. The guide is intended as a resource for all stakeholders working on effective character education.

Service learning is a vehicle for character education that actively involves students in addressing real community needs while allowing them to experience direct academic ties with the classroom. Service learning is mandated in some states for high school graduation and is optional in others. Several states have service-learning projects funded by the Corporation for National Service <www.cns.gov>, which was created under the National Community Service Trust Act in 1993.

**Conclusion.** Character education has long been a part of the educational scene, but interest in it is reemerging in light of apparent increases in disaffected students in school, school violence, voter apathy, declining test scores, and disinterest in community involvement. Character education integrated into the school community is a strategy to help re-engage our students, deal with conflict, keep students on task in the learning environment, and reinvest the community with active participation by citizens in political and civic life.

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**This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. ERIC Digests are in the public domain and may be freely reproduced and disseminated.**

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EDO-SO-98-10

November 1998

# Using Stories about Heroes to Teach Values

by Tony R. Sanchez

**Recent Trends in Values Education.** There has been a renewal of concern during the 1990s about teaching and learning values — standards that everyone should have about what is good or bad. And leading educators have recommended stories about heroes as a main means of teaching and learning values.

Teaching methods that stress only cognitive skills in the analysis and clarification of choices about values have fallen from favor. The current trend is against teaching neutrally about values. Rather, the trend is for teaching values in concert with methods of analysis and judgment that yield answers about right and wrong, better and worse concerning personal behavior and the common good (Leming 1996).

Prominent educators recommend that certain widely held values or virtues should be at the core of the school curriculum for the purpose of systematically developing the character of students. They stress the integration of cognitive development and character development through "perspective-taking, moral reasoning, thoughtful decision-making, and moral self-knowledge" (Lickona 1993, 9). And they also urge the use of personal models—heroes—in history, fiction, and current events to exemplify and encourage emulation of particular virtues or desirable traits of character, such as honesty, civility, courage, perseverance, loyalty, self-restraint, compassion, tolerance, fairness, respect for the worth and dignity of the individual, responsibility for the common good, and so forth (Leming 1996; Lickona 1991).

Why and how should role models and heroes be used to teach values?

**Why Use Heroes To Teach Values?** A hero is a person (female or male) whose voluntary actions reflect the moral or ethical standards—the values—of a culture at a particular point in time. Some values that heroes exemplify, of course, transcend a particular time and place and may be viewed more broadly — even universally.

The genuine hero is not a mere celebrity or famous person. The heroic person expresses values through self-sacrificing acts that benefit others and the community. And others are inspired and united in recognition of the hero's selfless contributions to the common good. The self-promoting celebrity or notorious seeker of fame fails to meet the definition of hero (Sanchez 1998a).

Dramatic stories about female and male heroes in the literature of history and fiction are likely to attract the attention of learners, to arouse their interest, and to raise questions among them that lead to discussion and reflection about values. Further, stories about heroes provide examples of values that students can recognize and follow (Vitz 1990; Wynne and Ryan 1993).

Assisting students in examining the spirit of heroism through dramatic cases is to invite them to adopt that spirit themselves and to embrace the qualities of the hero. Morally, politically, and personally, stories of heroes can inspire students through the examples of their lives, for in many respects they promote a vision of the possibilities for heroism within each of us. "Whether in print, on the stage, or on film, the hearts and minds of children and youth can be engaged by heroes and heroines. There are lessons to be learned, hearts to be moved, and imaginations to be stimulated" (DeRoche and Williams 1998, 96).

The general public's acceptance of using stories about heroes to teach values is indicated by the popularity of William J. Bennett's best-selling *The Book of Virtues* (1993) and video programs based on the ideas and style of this publication. Teachers are likely to be encouraged by parents and community leaders to use cases of heroism to teach values associated with good character and responsible citizenship.

**How To Use Heroes To Teach Values.** Teaching values through stories of heroes requires the use of various instructional materials and procedures which transcend the standard textbook. Only through multi-media instruction can the multi-dimensional qualities of heroes be portrayed in depth. Biographies in film and books should be part of the core curriculum. The *PBS Video* catalog is an excellent source of biographies and documentaries suitable for classroom use. In particular, this catalog features *Adventures From The Book of Virtues*, six 30-minute video programs on perennial virtues—work, honesty, responsibility, compassion, courage, and self-discipline. These six programs depict heroic persons in stories that exemplify timeless values or virtues. To obtain these programs or the catalog, contact PBS Video at 1320 Braddock Place, Alexandria, VA 22314-1698; telephone (800) 645-4727; FAX (703) 739-8131. You may contact PBS online <http://shop.pbs.org/> to select products for purchase.

Trade books for children and young adults by notable authors, such as Milton Meltzer, are excellent sources of stories about heroes and values for classroom use (Meltzer and Saul 1994). For example, Meltzer's *George Washington and the Birth of Our Nation* (published by Franklin Watts) is a balanced treatment of a great man which discusses both his strengths and weaknesses within the context of the American founding period. Other notable biographies by Meltzer are: *Lincoln: In His Own Words; Theodore Roosevelt and His America; Benjamin Franklin: The New American; Mary McLeod Bethune: Voice of Black Hope; Langston Hughes, A Biography;* and *Betty Friedan: A Voice for Women's Rights.*

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Stories of heroes should be accurate and balanced in presenting both positive and negative aspects of the person's life. Honest examinations of heroes' lives inevitably reveal human imperfections, which necessarily are part of the story of humanity at the center of values education. In terms of moral consistency, few heroes can be regarded as total successes.

Stories of heroes should be considered carefully in context. And judgments about the person's behavior should be made at first in terms of the culture of that person's time and place. Only after a context-based examination of the hero's deeds should there be consideration of the extent to which the person's actions, and the values they represent, transcend the time and place in which they occurred. Students should learn that certain core values are fundamental themes of humanity. The particularities of their expression may vary from one context to another, but such values as courage, perseverance, compassion, honesty, tolerance, and other traits of good character certainly are not restricted to the people of a particular time and place.

Stories of heroes should be selected from various cultures in different parts of the world (Helbig and Perkins 1997). And examples of values in these stories from throughout the world should be analyzed comparatively. By global and comparative examination of stories about heroic acts and the values they reflect, students will be encouraged to develop an understanding of the fundamental unity of humankind. They will be helped to appreciate the common qualities of humanity that pervade the diverse cultures of our world.

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**This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.**



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# Appendices

# Appendix A

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